Virginia Department of Education

Comparison of Virginia's 2010 English Standards of Learning with the Common Core State Standards for English and Literacy

November 18, 2010

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Introduction

The *Comparison of Virginia's 2010 English Standards of Learning (SOL) with the Common Core State Standards (CCSS) for English Language Arts and Literacy (ELAL)* provides a side-by-side overview demonstrating how the 2010 English SOL are aligned to the CCSS for ELAL. The comparison was made using Virginia's complete standards program for supporting teaching and learning in the Commonwealth's public schools and school divisions, including both the 2010 *English Standards of Learning* and the *Curriculum Framework for 2010 English Standards of Learning*. The Curriculum Framework is essential to any comparison conducted between the CCSS for ELAL and the English SOL since it "unpacks" the SOL, providing detail that complements the standards.

It is important to note that the *Curriculum Framework for 2010 English Standards of Learning* is being presented to the Virginia Board of Education for final review at the November 18, 2010 meeting. In developing the draft of the *Revised Curriculum Framework for 2010 English Standards of Learning,* Virginia Department of Education staff met with a review committee of educators from school divisions who assisted in the revision process. As a part of the process, committee members reviewed the CCSS for ELAL and if it was determined that a CCSS provided an enhancement to the 2010 English SOL and was appropriate to the standard, the content was added to the *Curriculum Framework for 2010 English Standards of Learning.*

Organization of the *Comparison of Virginia's 2010 English SOL with the CCSS for ELAL*

The correlation of the SOL to the CCSS was conducted by DOE staff members, with assistance from English educators in Virginia. The Department would like to acknowledge the help provided by Terri McCaughan, Newport News City Public Schools; Jessica Taylor, Charlottesville City Public Schools; Randi Smith, Chesterfield County Public Schools; Tracey Engle, Powhatan County Public Schools; E. J. Brletich, Spotsylvania County Public Schools; and Eileen Burgwyn, Fauquier County Public Schools.

The CCSS for ELAL are presented in the left column of the table and are organized using the CCSS for ELAL format. Headings and subheadings are those used in the CCSS for ELAL. Using the format provided in the CCSS for ELAL, the comparison is completed by individual grade levels in kindergarten through grade 8 and by two-year grade bands (9-10, 11-12) in grades 9-12. As the SOL and Curriculum Framework components were reviewed and aligned to the CCSS for ELAL, they were placed in the right column of the table adjacent to the similar standard in the CCSS for ELAL. SOL listed as correlated to CCSS content may include correlations from the *Curriculum Framework for 2010 English Standards of Learning* and are denoted with "CF" following the SOL number (e.g., 7.4 CF). While there is a matching SOL or CF for each of the CCSS, a number of SOL in each grade level are not addressed in the CCSS at any grade level; this list follows the correlation at each grade level.

Summary of Similarities and Differences Between the CCSS for ELAL and the 2010 English SOL

Both the CCSS for ELAL and the Virginia *English Standards of Learning* (SOL) are rigorous and provide a progression of expectations for student learning and understanding in English Language Arts.   By the time students have graduated from high school, they will have been exposed to the same content through different learning progressions, although there is some content in the SOL that is not covered in the CCSS. The CCSS and the SOL generally have a strong alignment. While the organization and learning progressions are not necessarily identical, the overall content from both is generally aligned.

- Beginning in grade 4 of the SOL, the Oral Language strand changes to Communication: Speaking, Listening, and Media Literacy. An emphasis is put on speaking for a variety of purposes and audiences, active listening, understanding, and creating media messages. The CCSS address media literacy as an application within the standards.

- The SOL begin a study of fact vs. opinion in grade 4; the CCSS do not address fact vs. opinion in reading.

- A study of author's purpose begins in grade 4 in the SOL. The CCSS do not address author's purpose in the English Language Arts Standards; instead, it is covered in the CCSS Literacy in History/Social Studies, Science, and Technical Subjects.

- Students are introduced to a definition of plagiarism in grade 3 in the SOL. Ethical gathering of information and plagiarism are also emphasized in the Research strand of the SOL beginning in grade 4. The CCSS do not address plagiarism in the ELA standards until grade 6.

- The SOL begin citing sources in grade 5 with citing primary and secondary sources beginning in grade 6. The CCSS begin citing sources in grade 7 with bibliographic information.

- Both the CCSS and SOL address grammatical conventions. The SOL address grammar, usage, and mechanics through writing, while the CCSS do the same in the Language strand.

- The CCSS do not prescribe a reading list per se, but they offer reading text exemplars to illustrate text complexity for each grade level. Virginia does not endorse specific titles or authors to support the SOL. Rather, curriculum decisions are made locally in Virginia.

- The CCSS use writing exemplars to illustrate modes and types of writing. Virginia uses an interactive Web-based tool offering teachers, parents, and students the opportunity to study actual student anchor papers that illustrate the scoring of each of the three writing domains. By using this tool, teachers gain a better understanding of the Virginia Standards of Learning Direct Writing Assessments and develop consistency in scoring actual student work. Teachers may also use this program with students to facilitate their understanding of the expectations in each of the domains.

K-Grade 8 English/Language Arts

- The SOL and CCSS utilize different organizational strands:

Grade Level/Band	SOL Strands	CCSS Strands
K-3	- Oral Language - Reading - Writing	- Speaking and Listening - Language - Reading - Writing
4-8	- Communication: Speaking, Listening, Media Literacy - Reading - Writing - Research	- Speaking and Listening - Language - Reading - Writing

- The K-3 SOL offer explicit, student-focused reading standards providing teachers with clear goals of what students should know and be able to do as a result of standard mastery. The CCSS include the following caveats preceding several reading standards: "With prompting and support students will…" The provision in the CCSS for "guidance and support from adults" makes it difficult to gain a true picture of the exact expectation for students and how well they are meeting the standard on their own, without adult support.
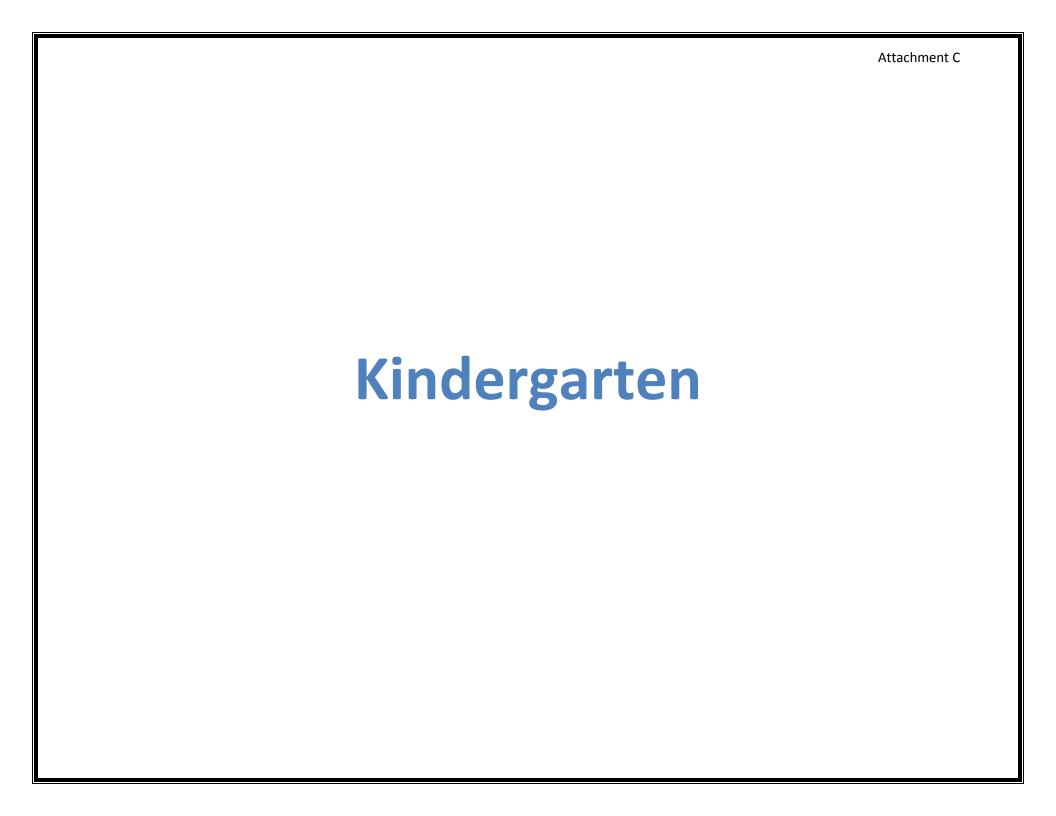
- The CCSS, beginning in grade 2, state that students will read and comprehend at a predetermined text complexity level (grades 2-3 text complexity band). This CCSS standard may promote placing students in reading texts that are beyond the students' instructional reading levels. Virginia's standards in the early elementary grades are clearly focused, explicit reading standards that permit teachers to provide instruction at students' instructional reading levels. Reading research clearly indicates that students are best taught foundational reading skills at their instructional reading level.

- The CCSS K-5 reading standards are divided into the following categories: reading standards for literature; reading standards for informational text; reading standards: foundational skills. The SOL address reading foundations within each reading standard K-5.

- Virginia's SOL program is committed to a strong focus on building the foundational skills of reading. The SOL address fictional texts of all types and genres, while the CCSS place an emphasis upon drama and mythology in the elementary grades (e.g., significant characters found in mythology; structural elements of drama).

- While both the CCSS and SOL address foundational reading principles, the SOL address reading foundations in a logical progression. Teachers can follow the SOL to easily develop lessons. For example, SOL 1.9 reading fictional texts offers a sequential process. The CCSS Reading Standards for Literature grade 1 impose an artificial structure, which although covering the essential foundations, does not follow a logical instructional progression.

CCSS	SOL
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) *No standard stated for CCSS.* 9. Compare and contrast the adventures and experiences of characters in stories. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

High School English

- Both the SOL and the CCSS provide a rigorous progression of expectations for student learning in English. By the time students have graduated from high school, they have been exposed to the same general content through different learning progressions. The SOL do provide some content that is not contained in the CCSS.

- The SOL and CCSS utilize different organizational formats. The SOL consistently use grade level standards, while the CCSS switch from specific grade level expectations to grade bands (e.g., 9-10, 11-12) in high school.

- The CCSS address the study of American literature in the 9-10 Reading Standards for Literature. Yet, the CCSS text exemplars list most American literary classics and foundational documents at grades 11-12 (e.g., *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, *A Raisin in the Sun* by Lorraine Hansberry, *The Crisis* by Thomas Paine, *Walden* by Henry David Thoreau, *Society and Solitude* by Ralph Waldo Emerson, *The Gettysburg Address* by Abraham Lincoln, *Letter from a Birmingham Jail* by Martin Luther King, Jr.).

- Both the CCSS and SOL emphasize all modes of writing with modes or text types covered in the CCSS writing strand. The SOL address all modes of writing focusing on the writing process of composing, revising, and editing. For each type of writing, the CCSS address each part of an essay: introduction, body, and conclusion.

- Many of the CCSS Writing Standards are almost identical from grade to grade. The SOL address writing as a process focusing on unity and elaboration of a piece of writing. The CCSS address separate parts of a piece of writing (e.g., introduction, body paragraphs, and conclusion).

- The *English Standards of Learning* have been externally validated by Achieve's American Diploma Project and The College Board. A letter to the Virginia Department of Education from Laura Slover, vice president for content and policy research for Achieve, contained the following analysis: "The proposed revised *Virginia English Standards of Learning Curriculum Framework* presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success." According to The College Board's alignment study dated August 24, 2007, "General alignment between Virginia English Standards and The College Board's English Standards is strong."

Kindergarten

CCSS Kindergarten	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.*
1. With prompting and support, ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 f) Ask and answer questions about what is read.
2. With prompting and support, retell familiar stories, including key details.	K.9 The student will demonstrate comprehension of fictional texts. K.9 e) Use story language in discussions and retellings.
3. With prompting and support, identify characters, settings, and major events in a story.	K.9 The student will demonstrate comprehension of fictional texts. K.9 g) Discuss characters, setting, and events. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 f) Identify characters, setting, and important events.
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	K.8 CF Ask and respond to questions about unknown words in a text. K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read. 1.8 The student will expand vocabulary. 1.8 c) Ask for the meaning of unknown words and make connections to familiar words.

CCSS Kindergarten	English SOL
5. Recognize common types of texts (e.g., storybooks, poems).	K.9 CF Recognize various types of fictional texts (e.g., storybooks, poems)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.9 The student will demonstrate comprehension of fictional texts. K.9 a) Identify what an author does and what an illustrator does. K.9 CF Understand that authors tell stories through words and illustrators tell stories with pictures. K.9 CF Identify the roles of the author and the illustrator of selected texts.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K.9 CF Describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	2.8 CF Compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	K CF Reading Focus Statement: [Students] will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material.
Reading for Informational Texts	
Key Ideas and Details	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.*
1. With prompting and support, ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read.

CCSS Kindergarten	English SOL
2. With prompting and support, identify the main topic and retell key details of a text.	K CF Reading Focus Statement: [Students] will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing. K.10 The student will demonstrate comprehension of nonfiction texts. K.10 a) Use pictures to identify topic and make predictions. K. 10 CF Identify the topic of a nonfiction selection.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
	1.9 c) Relate previous experiences to what is read.
	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between:
	   ° personal experiences and the text;
	   ° the current text and other texts read; and
	   ° what is known about the topic and what is discovered in the new text.

Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	K.8 CF Ask and respond to questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position. K.5 b) Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.10 CF Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position.

CCSS Kindergarten	English SOL
what person, place, thing, or idea in the text an illustration depicts).	K.5 c) Distinguish between print and pictures. K.10 CF Relate pictures and illustrations to the text in which they appear.
8. With prompting and support, identify the reasons an author gives to support points in a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection and identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: ° personal experiences and the text; ° the current text and other texts read; and ° what is known about the topic and what is discovered in the new text.
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	K CF Reading Focus Statement: [Students] will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material.
Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	K.5 The student will understand how print is organized and read. K.5 d) Follow words from left to right and from top to bottom on a printed page. 1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom. 1.5 b) Match spoken words with print.

CCSS Kindergarten	English SOL
b. Recognize that spoken words are represented in written language by specific sequences of letters.	K.5 The student will understand how print is organized and read. K.5 e) Match voice with print (concept of word). K.7 The student will develop an understanding of basic phonetic principles. K.7 c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. K.7 CF Write the grapheme (letter) that represents a spoken sound. K.7 CF Use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. 1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print.
c. Understand that words are separated by spaces in print.	K.5 CF Follow text with a finger, pointing to each word as it is read from left to right and top to bottom. K.5 CF Locate lines of text, words, letters, and spaces. 1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print. 1.12 The student will print legibly. 1.12 b) Space words within sentences.
d. Recognize and name all upper- and lowercase letters of the alphabet.	K.7 The student will develop an understanding of basic phonetic principles. K.7 a) Identify and name the uppercase and lowercase letters of the alphabet. 1.5 The student will apply knowledge of how print is organized and read.

CCSS Kindergarten	English SOL
	1.5 c) Identify letters, words, sentences, and ending punctuation.
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 a) Begin to discriminate between spoken sentences, words, and syllables. K.4 b) Identify and produce words that rhyme. 1.4. The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 a) Create rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 a) Begin to discriminate between spoken sentences, words, and syllables. K.4 c) Blend and segment multisyllabic words at the syllable level. 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 b) Blend sounds to make one-syllable words.
c. Blend and segment onsets and rimes of single-syllable spoken words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). K.4 CF Blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/-_/ack/).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	K.4 CF Students segment spoken words into individual sounds (e.g., man → /m/- /a/- /n/. K.7 d) Identify beginning consonant sounds in single-syllable words.

CCSS Kindergarten	English SOL
	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 c) Segment one-syllable words into individual speech sounds (phonemes).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.4 CF Substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say c*at, but in the place of* /c/ *she asks them to say* /b/, and the student responds with *bat*). 1.4 The student will orally identify, produce, and manipulate various units of speech. 1.4 e) Add or delete phonemes (sounds) to make new words. 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 d) Add or delete phonemes (sounds) to make words.
Phonics and Word Recognition	
K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 e) Identify words according to shared beginning and/or ending sounds. K.7 The student will develop an understanding of basic phonetic principles. K.7 CF Students are expected to use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	K.7 CF Associate long and short sounds with common spellings for the five major vowels.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 d) Read his/her name and read fifteen meaningful, concrete

CCSS Kindergarten	English SOL
	words. K.6 CF Recognize a selection of high-frequency and sight words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	K.7 CF Distinguish between similarly spelled words by identifying sounds of the letters that differ.
Fluency	
4. Read emergent-reader texts with purpose and understanding.	1 CF Reading Focus Statement: Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read.
CCSS Writing Standards	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a	K.1 The student will demonstrate growth in the use of oral language. K.1 c) Participate in oral generation of language experience

CCSS Kindergarten	English SOL
reaction to what happened.	narratives. K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.13 CF Revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.13 The student will use available technology for reading and writing. K.13 CF Students are expected to share their writing with others.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.12 CF The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. K.13 CF: Use available digital tools for reading and writing.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.13 CF Use available digital tools for reading and writing. K.13 CF Ask and respond to questions about material presented through media. K.13 CF Share their writing with others. 2.9 CF Use information from the text to locate information and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries,

CCSS Kindergarten	English SOL
	graphs, charts, tables).
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K.3 The student will build oral communication skills. K.3 b) Begin to initiate conversations. K.3 d) Listen and speak in informal conversations with peers and adults. K.3 e) Participate in group and partner discussions about various texts and topics.
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K.3 The student will build oral communication skills. K.3 c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
b. Continue a conversation through multiple exchanges.	K.3 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led). K.3 CF Participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.1 The student will demonstrate growth in the use of oral language. K.1 a) Listen to a variety of literary forms, including stories and poems. K.1 CF Listen to texts read aloud and ask and answer questions for further understanding. 1.2 The student will expand understanding and use of word meanings. 1.2 b) Begin to ask for clarification and explanation of words and ideas.

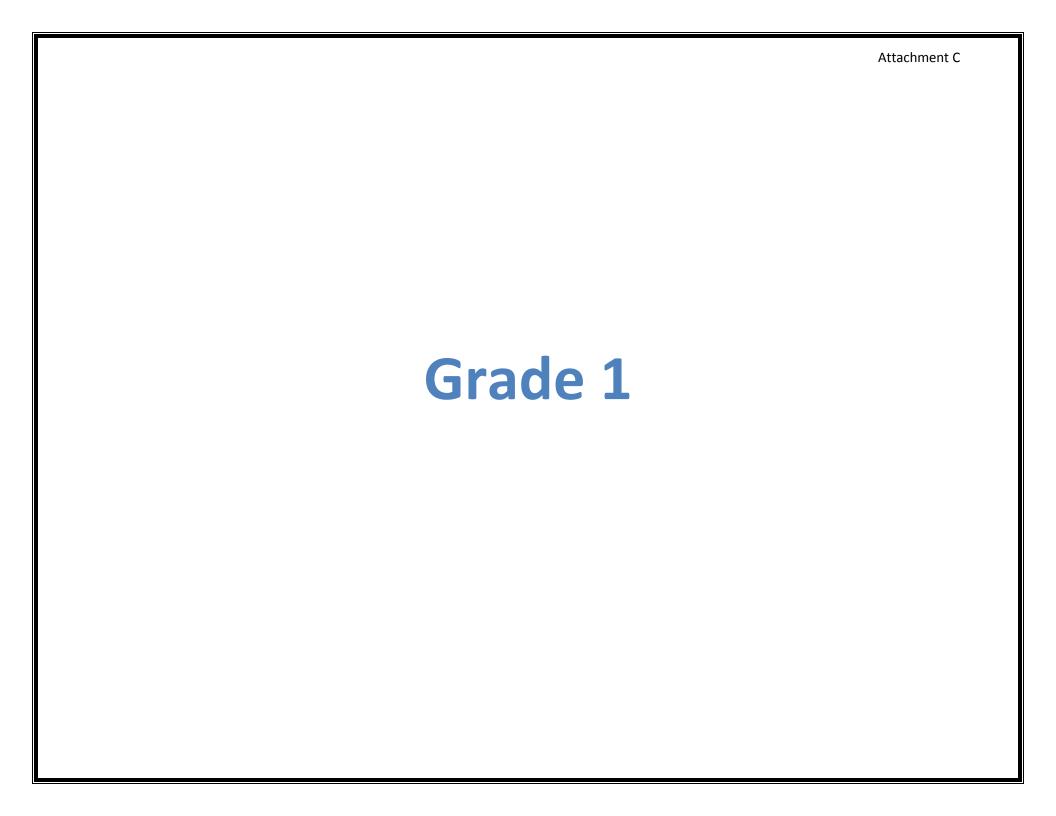| CCSS Kindergarten	English SOL
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.3 The student will build oral communication skills. K.3 h) Begin to ask how and why questions.
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.* K.2 The student will expand understanding and use of word meanings. K.2 c) Use words to describe/name people, places, and things. K.2 d) Use words to describe/name location, size, color, and shape. K.2 e) Use words to describe/name actions.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 c) Read and explain own writing and drawings. K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	K.3 The student will build oral communication skills. K.3 f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. K.3 CF Students are expected to speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	K.11 The student will print in manuscript. K.11 a) Print uppercase and lowercase letters of the alphabet independently.
b. Use frequently occurring nouns and verbs.	K.1 CF Use complete sentences that include subject, verb, and

CCSS Kindergarten	English SOL
	object when speaking.
	1.2 CF Use common singular and plural nouns with matching verbs in basic sentences (e.g., She walks., We walk.).
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	1.2 The student will expand understanding and use of word meanings. 1.2 c) Use common singular and plural nouns.
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	K.3 CF Ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	K.2 The student will expand understanding and use of word meanings. K.2 d) Use words to describe/name location, size, color, and shape. K.2 CF Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside) to describe location.
f. Produce and expand complete sentences in shared language activities.	K.1 The student will demonstrate growth in the use of oral language. K.1 e) Use complete sentences that include subject, verb, and object. K.3 The student will build oral communication skills. K.3 e) Participate in group and partner discussions about various texts and topics.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	K.11 CF Capitalize the first word in a sentence and the pronoun *I*.
b. Recognize and name end punctuation.	K.5 CF Locate and name periods, question marks, and exclamation points.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K.12 The student will write to communicate ideas for a variety of purposes.

CCSS Kindergarten	English SOL
	K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
Knowledge of Language	
3. (Begins in grade 2) *No standard stated for CCSS.*	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	K.8 The student will expand vocabulary. K.8 a) Discuss meanings of words. K.8 CF Identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*).
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking). 2.7 The student will expand vocabulary when reading 2.7 b) Use knowledge of prefixes and suffixes.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	*Note: CCSS specify "with guidance and support from adults" while Virginia sets student performance expectations.* K.8 CF Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS Kindergarten	English SOL
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	K.8 CF Discuss meanings of specific words including those with opposite or similar meanings in partner, group and teacher-guided settings. 2.2 CF Recognize when two or more different words are being used orally to mean contrasting or opposite things.
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	K.8 CF Identify real-life connections between words and their use (e.g., places that are *loud*).
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	K.1 The student will demonstrate growth in the use of oral language. K.1 d) Participate in creative dramatics. K.8 CF Discuss meanings of specific words including those with opposite or similar meanings in partner, group and teacher-guided settings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.2 The student will expand understanding and use of word meanings. K.2 a) Increase listening and speaking vocabularies. K.2 g) Use vocabulary from other content areas. K.2 CF Students are expected to use vocabulary from content areas during partner or group activities and during teacher-directed instruction. K.8 The student will expand vocabulary. K.8 b) Develop vocabulary by listening to a variety of texts read aloud. 2.2 The student will expand understanding and use of word meanings. 2.2 b) Use words that reflect a growing range of interests and knowledge.

English SOL for Kindergarten aligned with the CCSS at other grade levels	
Grade 2 Speaking and Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	K.1 The student will demonstrate growth in the use of oral language. K.1 b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes,
Grade 1 Speaking and Listening 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c. Ask questions to clear up any confusion about the topics and	K.2 The student will expand understanding and use of word meanings. K.2 f) Ask about words not understood.
Grade 2 Speaking and Listening 6. Produce complete sentences when appropriate to task and situation. Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests.
Grade 1 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	K.7 The student will develop an understanding of basic phonetic principles. K.7 b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
Grade 2 Speaking and Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	K.9 The student will demonstrate comprehension of fictional texts. K.9 f) Retell familiar stories, using beginning, middle, and end.

English SOL for Kindergarten not explicitly stated in the CCSS at any grade level	
	K.2 The student will expand understanding and use of word meanings. K.2 b) Use number words.
	K.3 The student will build oral communication skills. K.3 g) Follow one- and two-step directions.
	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 a) Identify common signs and logos.
	K.6 b) Explain that printed materials provide information.
	K.9 The student will demonstrate comprehension of fictional texts. K.9 b) Relate previous experiences to what is read.
	K.9 c) Use pictures to make predictions.
	K.11 The student will print in manuscript. K.11 b) Print his/her first and last names.

Grade 1

CCSS Grade 1	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. d) Begin to ask and answer questions about what is read. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 e) Ask and answer who, what, when, where, why, and how questions about what is read. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 d) Locate information to answer questions.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.9 CF Demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.	1.9 CF Identify and describe characters, settings, and important events in a story using details. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 e) Describe characters, setting, and important events in fiction and poetry. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 j) Identify supporting details.
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.9 CF Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 g) Identify sensory words.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.9 CF Teachers should read a wide range of fiction and nonfiction texts aloud and explain differences between books that tell stories and books that provide information.
6. Identify who is telling the story at various points in a text.	1.9 CF Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	1.9 CF Use illustrations and details to describe characters, settings, and important events in a story.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast the adventures and experiences of characters in stories.	2.8 CF Compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.* 1.9 CF Students will build fluency and experience success as readers while reading aloud and will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. 1.9 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.

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	° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. d) Begin to ask and answer questions about what is read. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read.
2. Identify the main topic and retell key details of a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: • personal experiences and the text; • the current text and other texts read; and • what is known about the topic and what is discovered in the new text.
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.8 The student will expand vocabulary. 1.8 a) Discuss meanings of words in context. 1.10 The student will read and demonstrate comprehension of a

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	variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	K.10 The student will demonstrate comprehension of nonfiction texts. K.10 b) Identify text features specific to the topic, such as titles, headings, and pictures. 1.10 CF Use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). 2.10 The student will demonstrate comprehension of information in reference materials. 2.10 a) Use table of contents. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 c) Preview and use text features.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.10 CF Students are expected to distinguish between information provided by pictures or illustrations and information provided by words in the text.
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	1.9 CF Use illustrations and details to describe characters, settings, and important events in a story.
8. Identify the reasons an author gives to support points in a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection and identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: • personal experiences and the text; • the current text and other texts read; and • what is known about the topic and what is discovered in

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	the new text.
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations. The entire standard is provided below so as to highlight its level of detail.* 1.10 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 1.9 CF)*
Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position. K.5 b) Identify the front cover, back cover, and title page of a book. K.5 c) Distinguish between print and pictures. K.5 d) Follow words from left to right and from top to bottom on a printed page. 1.5 CF Differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and	1.4 CF Distinguish whether the medial vowel sound is the same

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sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	or different (e.g., long or short) in a set of one-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 c) Blend sounds to make one-syllable words. 2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 d) Segment one-syllable words into individual speech sounds (phonemes).
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. d) Segment one-syllable words into individual speech sounds (phonemes). 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 c) Segment one-syllable words into individual speech sounds (phonemes).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	K.7 The student will develop an understanding of basic phonetic principles. K.7 b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. 1.6 The student will apply phonetic principles to read and spell. 1.6 c) Use beginning consonant digraphs to decode and spell

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	single-syllable words. 2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
b. Decode regularly spelled one-syllable words.	1.6 The student will apply phonetic principles to read and spell. 1.6 a) Use beginning and ending consonants to decode and spell single-syllable words.
c. Know final -e and common vowel team conventions for representing long vowel sounds.	1.6 CF Use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.6 CF Use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	1.6 CF Read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.
f. Read words with inflectional endings.	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look, looks, looked, looking*).
g. Recognize and read grade-appropriate irregularly spelled words.	1.2 CF Use common irregular plural forms, such as *man/men*, c*hild/children*, and *mouse/mice.*
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 b) Set a purpose for reading. 1.9 i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

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	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 d) Set purpose for reading. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 a) Set a purpose for reading.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 a) Use words, phrases, and sentences. 1.7 c) Use information in the story to read words. 1.7 f) Reread and self-correct. 3.4 The student will expand vocabulary when reading. 3.4 d) Use context to clarify meaning of unfamiliar words.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.13 CF Write informative/explanatory texts that introduce a topic, state an opinion, and provide a conclusion.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 b) Focus on one topic.

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	1.13 CF Write informative/explanatory pieces that name a topic, some facts, and concluding sentence (e.g., write about Benjamin Franklin).
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.13 CF Write narrative pieces that include at least two sequenced events, with some details, and conclusion.
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.13 CF Students are expected to revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.14 CF Use digital tools to produce and publish writing including in collaboration with peers.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1.13 CF participate in shared research and writing projects
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.14 CF Ask and respond to questions about material presented through media.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1.3 The student will adapt or change oral language to fit the situation. 1.3 a) Initiate conversation with peers and adults.

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a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	1.3 b) Follow rules for conversation using appropriate voice level in small-group settings.
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.3 CF Students are expected to sustain two-person conversation through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.	K.2 The student will expand understanding and use of word meanings. K.2 f) Ask about words not understood. 1.1 CF Participate in a variety of oral language activities, such as asking and answering questions about what is said in order to gather additional information or clarify something not understood; 1.3 The student will adapt or change oral language to fit the situation. 1.3 c) Ask and respond to questions.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 a) Listen and respond to a variety of electronic media and other age-appropriate materials. 1.2 The student will expand understanding and use of word meanings. 1.2 b) Begin to ask for clarification and explanation of words and ideas.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.1 CF Participate in a variety of oral language activities, such as asking and answering questions about what is said in order to gather additional information or clarify something not understood.
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant	K.2 The student will expand understanding and use of word

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details, expressing ideas and feelings clearly.	meanings. K.2 c) Use words to describe/name people, places, and things. 1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 b) Tell and retell stories and events in logical order. 1.1 e) Express ideas orally in complete sentences.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 c) Read and explain own writing and drawings. K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
6. Produce complete sentences when appropriate to task and situation.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 e) Express ideas orally in complete sentences.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	K.11 The student will print in manuscript. K.11 a) Print uppercase and lowercase letters of the alphabet independently.
b. Use common, proper, and possessive nouns.	1.2 The student will expand understanding and use of word meanings. 1.2 c) Use common singular and plural nouns. 2.7 CF demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g.,Maria's).
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	1.2 CF Use common singular and plural nouns with matching verbs in basic sentences (e.g., *She walks., We walk.*).
d. Use personal, possessive, and indefinite pronouns (e.g., I, me,	1.2 CF Use common pronouns (e.g., I, me, mine; they, them,

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my; they, them, their, anyone, everything).	theirs, anyone, everything). 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 d) Use singular and plural nouns and pronouns.
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	2.1 CF Use present, past, and future tenses appropriately.
f. Use frequently occurring adjectives.	K.8 CF Use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white cat*) (Students are not required to know the term adjective at this level.).
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.
h. Use determiners (e.g., articles, demonstratives).	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 i) Use the articles a, an, and the correctly. 1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. 4.8 CF Appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 d) Use complete sentences in final copies. 1.13 CF In final copies, use complete sentences that begin with a

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	capital letter and use correct ending punctuation. 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 a) Recognize and use complete sentences. 2.13 b) Use and punctuate declarative, interrogative, and exclamatory sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	1.13 CF Capitalize dates and names of people.
b. Use end punctuation for sentences.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 e) Begin each sentence with a capital letter and use ending punctuation in final copies.
c. Use commas in dates and to separate single words in a series.	1.13 CF In final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 f) Use commas in a simple series.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1.6 The student will apply phonetic principles to read and spell. 1.6 a) Use beginning and ending consonants to decode and spell single-syllable words. 1.6 b) Use two-letter consonant blends to decode and spell single-syllable words. 1.6 c) Use beginning consonant digraphs to decode and spell single-syllable words. 1.6 d) Use short vowel sounds to decode and spell single-syllable words. 1.6 e) Blend beginning, middle, and ending sounds to recognize

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	and read words. 1.6 f) Use word patterns to decode unfamiliar words. 1.6 g) Read and spell simple two-syllable compound words. 1.6 h) Read and spell commonly used sight words. 1.13 The student will write to communicate ideas for a variety of purposes. 1.13 f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.12 The student will print legibly. 1.12 c) Use the alphabetic code to write unknown words phonetically.
Knowledge of Language	
3. (Begins in grade 2) *No standard stated for CCSS.*	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	1.2 The student will expand understanding and use of word meanings. 1.2 d) Use vocabulary from other content areas. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 d) Use knowledge of sentence structure. 1.8 The student will expand vocabulary. 1.8 b) Develop vocabulary by listening to and reading a variety of texts. 1.8 c) Ask for the meaning of unknown words and make connections to familiar words. 1.8 d) Use text clues such as words or pictures to discern meanings of unknown words. 1.8 e) Use vocabulary from other content areas. 2.6 CF Determine which of the multiple meanings of a word in

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	context makes sense by using semantic clues.
b. Use frequently occurring affixes as a clue to the meaning of a word.	2.7 The student will expand vocabulary when reading. 2.7 b) Use knowledge of prefixes and suffixes.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look, looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	K.8 CF Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	1.8 CF Ask for the meaning of unknown words and make connections to familiar words by defining words by category and by one or more attributes (e.g., *a swan is a bird that swims*, *a cardinal is a red bird*)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	K.8 CF Identify real-life connections between words and their use (e.g., places that are loud). 1.8 CF Ask for the meaning of unknown words and make connections to familiar words by identifying real-life connections between words and their use (e.g., places that are *safe*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 d) Participate in creative dramatics. 1.1 CF Participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking. 2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).

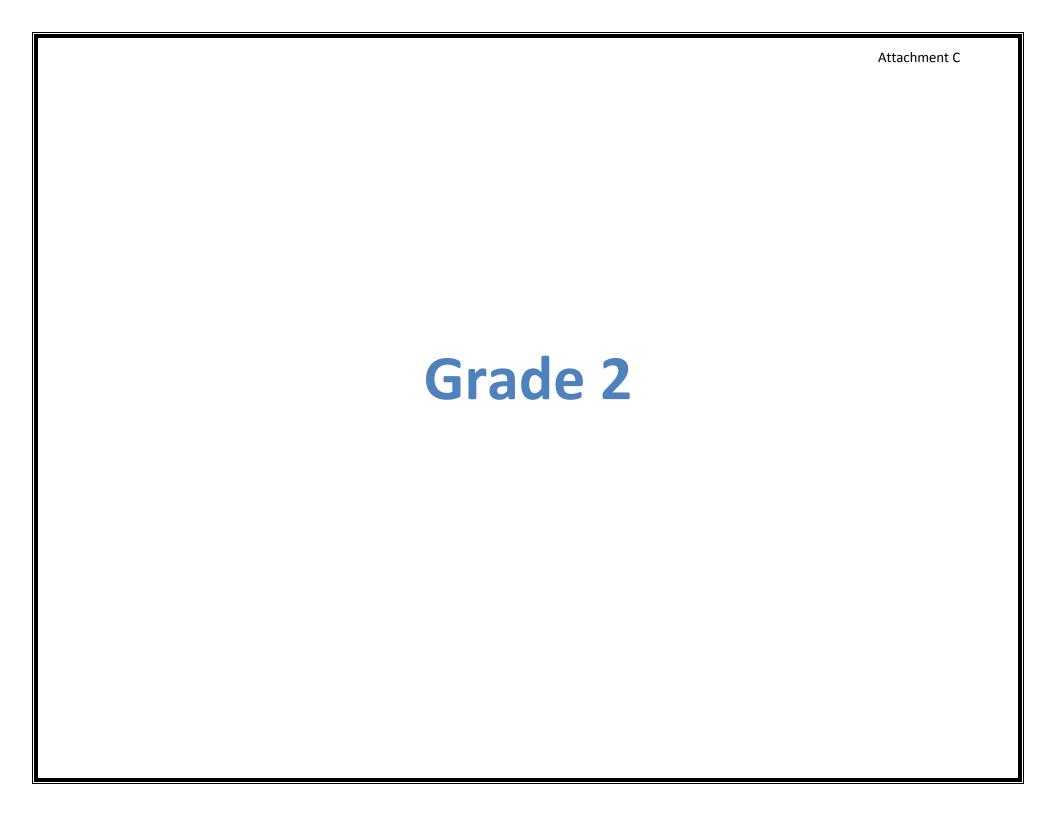| CCSS Grade 1	English SOL
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	1.2 The student will expand understanding and use of word meanings. 1.2 a) Increase listening and speaking vocabularies. 1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Grade 2 Speaking and Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	1.4. The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 a) Create rhyming words.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1.4 e) Add or delete phonemes (sounds) to make new words.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.	1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom. 1.5 b) Match spoken words with print.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1.5 c) Identify letters, words, sentences, and ending punctuation.
Grade 2 Reading Standards for Literature 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 e) Use knowledge of story structure.
Kindergarten Reading Standards for Literature 3. With prompting and support, identify characters, settings, and major events in a story.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 f) Identify characters, setting, and important events.
Grade 2 Reading Standards for Literature 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1.9 g) Retell stories and events, using beginning, middle, and end.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Grade 5 Reading Standards for Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1.9 h) Identify the main idea or theme.
Grade 2 Language 2. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 The student will use simple reference materials. 1.11 a) Use knowledge of alphabetical order by first letter.
Grade 2 Language 2. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 b) Use a picture dictionary to find meanings of unfamiliar words.
Grade 2 Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	1.13 c) Revise by adding descriptive words when writing about people, places, things, and events.

English SOL for grade 1 not explicitly stated in the CCSS at any grade level	
	1.3 The student will adapt or change oral language to fit the situation. 1.3 d) Follow simple two-step oral directions.
	1.3 e) Give simple two-step oral directions.
	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 b) Count phonemes (sounds) in one-syllable words.
	1.5 The student will apply knowledge of how print is organized and read. 1.5 d) Read his/her own writing.
	1.7 The student will use semantic clues and syntax to expand

English SOL for grade 1 not explicitly stated in the CCSS at any grade level	
	vocabulary when reading.
	1.7 b) Use titles and pictures.
	1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
	1.9 a) Preview the selection.
	1.9 d) Make and confirm predictions.
	1.12 The student will print legibly.
	1.12 a) Form letters accurately.
	1.13 The student will write to communicate ideas for a variety of purposes.
	1.13 a) Generate ideas.
	1.13 g) Share writing with others.

Grade 2

CCSS Grade 2	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 c) Ask and answer questions about what is read. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 d) Ask and answer questions about what is read.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 g) Retell stories and events, using beginning, middle, and end. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 g) Identify the main idea. 3.5 CF Gain meaning before, during, and after reading by understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
3. Describe how characters in a story respond to major events and challenges.	2.8 CF Describe how characters in a story or poem respond to key events.
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	1.1 CF Participate in a variety of oral language activities, such as participating in discussions about stories and poems; 3.5 CF Develop an increased understanding of the essential elements and characteristics of fictional text and poetry.

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5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 e) Use knowledge of story structure. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 h) Summarize stories and events with beginning, middle, and end in the correct sequence.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.1 CF Dramatize familiar stories (e.g., plays, skits, reader's theater).
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.8 CF Use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.8 CF Compare and contrast at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.5 CF Reading Focus Statement: When [students] read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. 2.8 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and

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	comprehension is strong.
	° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.
	° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read. 2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 e) Ask and answer questions about what is read.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 g) Identify the main idea.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.9 CF Students will relate their own experiences to make sense of and talk about a topic by:
	  ° recognizing similarities between personal experiences and the text (text to self);
	  ° recognizing similarities between the current text and other texts read (text to text); and
	  ° recognizing similarities between what is known about the topic and what is discovered in the new text (text to

CCSS Grade 2	English SOL
	world).
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.7 CF Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2.9 CF Locate information in textbooks and other trade books texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). 2.10 The student will demonstrate comprehension of information in reference materials. 2.10 b) Use pictures, captions, and charts. 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. 3.7 b) Use table of contents, indices, and charts.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 g) Identify the main idea. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 e) Identify the author's purpose.
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.9 CF Explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text.
8. Describe how reasons support specific points the author makes in a text.	2.9 CF Understand that they must attend to the details of the text in order to comprehend.
9. Compare and contrast the most important points presented by two texts on the same topic.	2.9 CF Students will relate their own experiences to make sense of and talk about a topic by: ° recognizing similarities between the current text and

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	other texts read (text to text)
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature. (SOL 2.8 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 CF Distinguish long and short vowels when reading one-syllable regularly spelled words.
b. Know spelling-sound correspondences for additional common vowel teams.	2.5 b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. 2.5 CF Apply knowledge of the consonant-vowel patterns CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words.
c. Decode regularly spelled two-syllable words with long vowels.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 c) Decode regular multisyllabic words.
d. Decode words with common prefixes and suffixes.	2.5 CF Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.	3.3 The student will apply word-analysis skills when reading. 3.3 a) Use knowledge of regular and irregular vowel patterns.
f. Recognize and read grade-appropriate irregularly spelled	3.3 CF Apply knowledge of all regular and irregular vowel

CCSS Grade 2	English SOL
words.	patterns to decode words.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 b) Set a purpose for reading. 2.8 CF Set a purpose for reading.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.7 CF Use intonation, pauses, and emphasis emphases that signal the structure of the sentence when reading aloud (prosody). 2.8 CF Fluency develops as students have many opportunities to practice reading at their independent reading level.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.8 CF Use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary. 2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6 a) Use information in the story to read words. 2.6 d) Reread and self-correct. 2.9 CF Reread as necessary to confirm and self-correct for word accuracy and comprehension.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2.12 CF Write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. 3.9 CF Use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 b) Use transition words to vary sentence structure.

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2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.12 CF Write informative/explanatory pieces that introduce the topic, use facts, and provide a concluding statement.
3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.12 The student will write stories, letters, and simple explanations. 2.12 c) Expand writing to include descriptive detail. 2.12 CF Include a beginning, middle, and end in narrative and expository writing. 2.12 CF Write narratives describing events with details, sequence, and a closure.
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 1.13 The student will write to communicate ideas for a variety of purposes. 1.13 c) Revise by adding descriptive words when writing about people, places, things, and events. 2.12 CF Stay on topic. 2.12 The student will write stories, letters, and simple explanations. 2.12 d) Revise writing for clarity. 4.7 The student will write cohesively for a variety of purposes. 4.7 f) Write a clear topic sentence focusing on the main idea.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 2.14 The student will use available technology for reading and writing. 2.14 CF Use available technology and media for reading and

CCSS Grade 2	English SOL
	writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2.12 CF Participate in shared research and writing projects.
8. Recall information from experiences or gather information from provided sources to answer a question.	2.14 CF Ask and respond to questions about material presented through media.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	1.3 The student will adapt or change oral language to fit the situation.
	1.3 b) Follow rules for conversation using appropriate voice level in small-group settings.
	2.3 The student will use oral communication skills.
	2.3 c) Participate as a contributor and leader in a group.
	2.3 CF Engage in taking turns in conversations by:
	   ° making certain all group members have an opportunity to contribute;
	   ° listening attentively by making eye contact while facing the speaker; and
	   ° eliciting information or opinions from others.

b. Build on others' talk in conversations by linking their comments to the remarks of others.	2.3 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher led).
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.3 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	K.9 The student will demonstrate comprehension of fictional texts.

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	K.9 f) Retell familiar stories, using beginning, middle, and end.
	2.3 The student will use oral communication skills.
	2.3 d) Retell information shared by others.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	K.3 The student will build oral communication skills.
	K.3 h) Begin to ask how and why questions.
	1.2 The student will expand understanding and use of word meanings.
	1.2 b) Begin to ask for clarification and explanation of words and ideas.
	2.3 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	K.3 CF Speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
	2.3 The student will use oral communication skills.
	2.3 a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
	2.3 b) Share stories or information orally with an audience.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	K.1 The student will demonstrate growth in the use of oral language.
	K.1 b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.2.1 The student will demonstrate an understanding of oral language structure.
	1.1 The student will continue to demonstrate growth in the use of oral language.
	1.1 c) Participate in a variety of oral language activities, including

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	choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. 2.1 a) Create oral stories to share with others. 2.2 c) Clarify and explain words and ideas orally.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests. 1.1 CF Produce complete sentences when appropriate to task and situation. 2.1 CF Speak in complete sentences when appropriate to task and situation to provide details and clarification.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group).	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. d) Use singular and plural nouns and pronouns.
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	2.13 CF Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).
c. Use reflexive pronouns (e.g., myself, ourselves).	4.8 CF Use reflexive pronouns (e.g., myself, ourselves).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	2.1 The student will demonstrate an understanding of oral language structure. 2.1 c) Use correct verb tenses in oral communication. 3.10 d) Use past and present verb tenses.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	4.8 CF Use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well.").
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	2.12 CF Produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).

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little boy).	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	3.10 CF Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 c) Capitalize all proper nouns and the word I.
b. Use commas in greetings and closings of letters.	2.13 i) Use commas in the salutation and closing of a letter.
c. Use an apostrophe to form contractions and frequently occurring possessives.	2.13 e) Use apostrophes in contractions and possessives.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	2.13 h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 The student will use simple reference materials. 1.11 a) Use knowledge of alphabetical order by first letter. 1.11 b) Use a picture dictionary to find meanings of unfamiliar words. 2.12 CF Consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries).
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	4.2 CF Make oral presentations and reports by differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions).
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	1.7 CF Use sentence-level context as a clue to the meaning of words and phrases. 2.2 The student will expand understanding and use of word meanings. 2.2 e) Use vocabulary from other content areas. 2.6 The student will use semantic clues and syntax to expand

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	vocabulary when reading. 2.6 b) Use knowledge of sentence structure. 2.7 The student will expand vocabulary when reading. 2.7 a) Use knowledge of homophones.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	2.7 CF Determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	2.7 CF Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., sign, signal).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	2.7 CF Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse; notebook).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.10 The student will demonstrate comprehension of information in reference materials. 2.10 c) Use dictionaries, glossaries, and indices. 2.10 d) Use online resources.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	K.8 CF Identify real-life connections between words and their use (e.g., places that are loud).
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2.2 The student will expand understanding and use of word meanings. 2.2 a) Increase listening and speaking vocabularies. 2.3 CF Share and retell an experience or story to an audience in a

CCSS Grade 2	English SOL
	logical order, with appropriate facts, and descriptive details.

English SOL for grade 2 aligned with the CCSS at other grade levels	
Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 d) Use increasingly complex sentence structures in oral communication.
Grade 4 Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2.2 The student will expand understanding and use of word meanings. 2.2 d) Identify and use synonyms and antonyms.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 b) Blend sounds to make one-syllable words.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Grade 1 Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2.4 c) Segment one-syllable words into individual speech sounds (phonemes).

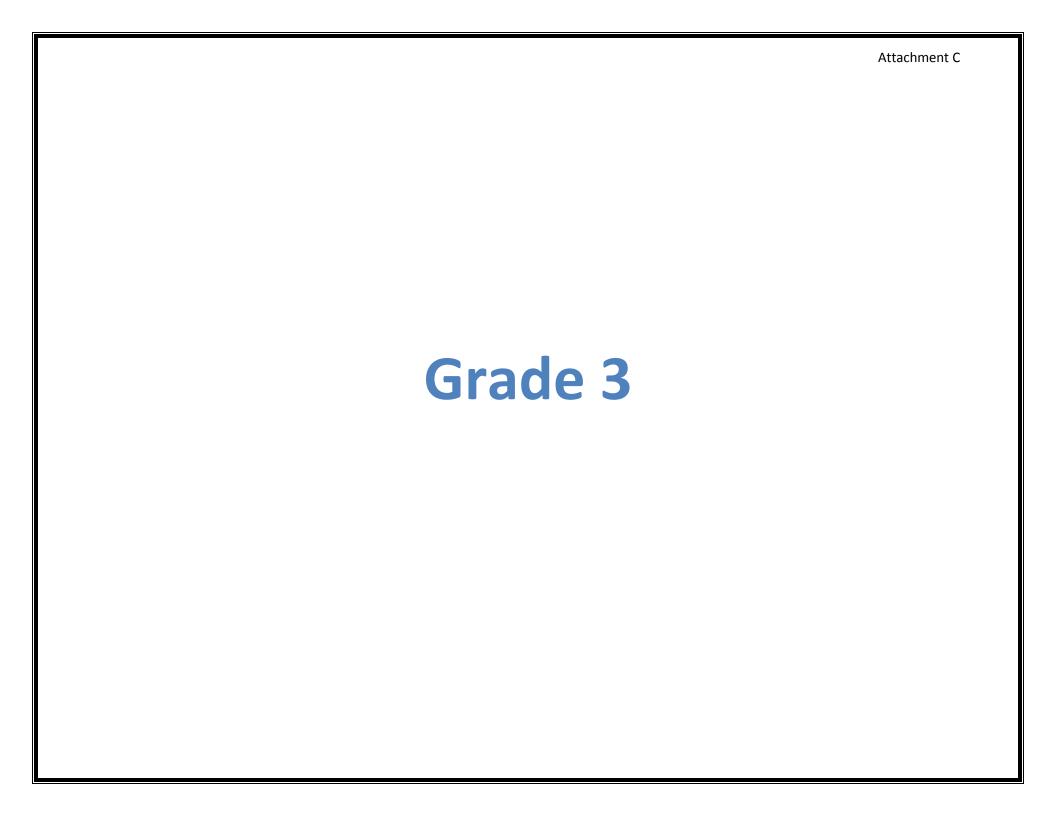| English SOL for grade 2 aligned with the CCSS at other grade levels	
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Grade 3 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllable words.	2.4 e) Blend and segment multisyllabic words at the syllable level.
Grade 1 Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Grade 1 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
Kindergarten Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	2.7 The student will expand vocabulary when reading. 2.7 b) Use knowledge of prefixes and suffixes.
Grade 3 Reading for Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	2.7 d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
Grade 3 Reading for Informational Text 1. Ask and answer questions to demonstrate understanding of a	2.8 The student will read and demonstrate comprehension of fictional texts.

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text, referring explicitly to the text as the basis for the answers.	2.8 d) Locate information to answer questions.
Grade 1 Reading for Literature 3. Describe characters, settings, and major events in a story, using key details.	2.8 e) Describe characters, setting, and important events in fiction and poetry.
Grade 3 Speaking and Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.8 f) Identify the problem and solution.
Grade 4 Reading for Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2.8 i) Draw conclusions based on the text.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	2.8 j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
Grade 8 Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 c) Use prior and background knowledge as context for new learning.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	2.9 d) Set purpose for reading.
Grade 5 Reading for Informational Text 7. Draw on information from multiple print or digital sources,	2.9 f) Locate information to answer questions.

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demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.9 h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
Grade 1 Reading for Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2.10 The student will demonstrate comprehension of information in reference materials. 2.10 a) Use table of contents.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 b) Use and punctuate declarative, interrogative, and exclamatory sentences.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	2.13 d) Use singular and plural nouns and pronouns.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.	2.13 f) Use contractions and singular possessives.
Grade 4 Language 1. Demonstrate command of the conventions of standard English	2.13 j) Use verbs and adjectives correctly in sentences.

English SOL for grade 2 aligned with the CCSS at other grade levels	
grammar and usage when writing or speaking. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	

English SOL for grade 2 not explicitly stated in the CCSS at any grade level	
	2.1 The student will demonstrate an understanding of oral language structure. 2.1 b) Create and participate in oral dramatic activities.
	2.1 e) Begin to self-correct errors in language use.
	2.3 The student will use oral communication skills. 2.3 e) Follow three- and four-step directions.
	2.3 f) Give three- and four-step directions.
	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 a) Count phonemes (sounds) within one-syllable words.
	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 a) Make and confirm predictions.
	2.8 b) Relate previous experiences to the main idea.
	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 a) Preview the selection using text features.
	2.9 b) Make and confirm predictions about the main idea.
	2.11 The student will maintain legible printing and begin to make the transition to cursive.
	2.12 The student will write stories, letters, and simple explanations.

English SOL for grade 2 not explicitly stated in the CCSS at any grade level	
	2.12 a) Generate ideas before writing.
	2.12 b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 g) Use knowledge of simple abbreviations.

Grade 3

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Reading	
Reading for Literature	
Key Ideas and Details	

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.5 The student will read and demonstrate comprehension of fictional text and poetry.
	3.5 f) Ask and answer questions about what is read.
	3.5 CF Read for a specific purpose by:
	   ○ locating specific information in a reading selection;
	   ○ identifying details that support a stated main idea.

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 i) Identify the main idea. 3.5 CF Gain meaning before, during, and after reading by: understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.5 CF Apply knowledge of characterization by describing a character's attributes (traits, motivations or feelings);
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	5.4 CF Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 CF Identify when an author uses language figuratively.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.5 CF Recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
6. Distinguish their own point of view from that of the narrator or those of the characters.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5f) Identify and ask questions that clarify various points of

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	view.
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	2.8 CF Explain how illustrations and images contribute to and clarify text.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 b) Make connections between previous experiences and reading selections. 3.5 d) Compare and contrast settings, characters, and events.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.3 CF Reading Focus Statement: An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. 3.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with

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	neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.5 CF Asks and answer questions about the text to demonstrate understanding. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 c) Identify questions to be answered.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 g) Identify the main idea. 3.6 h) Identify supporting details.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.5 CF Apply understanding of text structure to guide reading by: ° identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	2.7 The student will expand vocabulary when reading. 2.7 d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. 3.4 The student will expand vocabulary when reading. 3.4 f) Use vocabulary from other content areas.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.6 CF Use text formats such as the following to preview and set a purpose for reading, and to locate information relevant to a given topic efficiently: ° content text features, such as headings and chapter layout by topic;

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	° functional formats, such as advertisements, flyers, and directions; ° specialized type, such as bold face and italics; and ° visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. 3.7 CF Retrieve information from electronic sources. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 a) Use text structures such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
6. Distinguish their own point of view from that of the author of a text.	5.6 CF Form opinions and draw conclusions from the selection.
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.6 CF Use text features to make meaning by using illustrations to gain information (e.g., maps, photographs).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. 3.4 CF Apply understanding of language structure to make meaning from text by ° using signal transition words of time sequence, such as (e.g., first, second, next, later, after, and finally). 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 k) Identify cause and effect relationships.
9. Compare and contrast the most important points and key	2.9 CF Use knowledge from their own experiences to make sense

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details presented in two texts on the same topic.	of and talk about a topic, recognizing similarities between: ° personal experiences and the text; ° the current text and other texts read; and ° what is known about the topic and what is discovered in the new text.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.3 CF Reading Focus Statement: At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 3.5 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	3.3 The student will apply word-analysis skills when reading. 3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms.
b. Decode words with common Latin suffixes.	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms. 5.4 CF Students will build their knowledge of word origins by learning about Greek and Latin affixes.
c. Decode multisyllable words.	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 e) Blend and segment multisyllabic words at the syllable level.

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	3.3 The student will apply word-analysis skills when reading. 3.3 b) Decode regular multisyllabic words.
d. Read grade-appropriate irregularly spelled words.	3.3 The student will apply word-analysis skills when reading. 3.3 a) Use knowledge of regular and irregular vowel patterns.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.3 CF Reading Focus Statement: An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	3.5 CF Practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.4 The student will expand vocabulary when reading. 3.4 c) Apply meaning clues, language structure, and phonetic strategies. 3.5 CF Use reading strategies to monitor comprehension throughout the reading process by using context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes : use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
b. Provide reasons that support the opinion.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes : use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
c. Use linking words and phrases (e.g., because, therefore, since,	3.9 CF Use linking words (e.g., *also*, *another*, *and*, *more*) and

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for example) to connect opinion and reasons.	linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information.
d. Provide a concluding statement or section.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • introduce a topic and group related information in paragraph form • use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic • use specific vocabulary to inform and explain the topic • provide a concluding statement or section
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • introduce a topic and group related information in paragraph form
b. Develop the topic with facts, definitions, and details.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • use facts, definitions, quotations, details, or other examples and information to develop the topic
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	3.9 CF Use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information.
d. Provide a concluding statement or section.	3.9 CF Follow the organization of particular forms of writing for: ° informative/explanatory purposes − provide a concluding statement or section
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or	3.9 CF Follow the organization of particular forms of writing for: ° narratives − sequence events − use transition words and phrases for sentence variety

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characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	and to manage the sequence of events − use specific vocabulary to convey experiences and events − provide a conclusion 3.10 CF Punctuate correctly: ° using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*).
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.8 CF Writing Focus Statement: At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.9 The student will write for a variety of purposes. 3.9 a) Identify the intended audience. 3.9 b) Use a variety of prewriting strategies. 3.9 c) Write a clear topic sentence focusing on the main idea. 3.9 d) Write a paragraph on the same topic. 3.9 e) Use strategies for organization of information and

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	elaboration according to the type of writing.
	3.9 f) Include details that elaborate the main idea.
	3.9 g) Revise writing for clarity of content using specific vocabulary and information.
	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
	3.10 a) Use complete sentences.
	3.10 b) Use transition words to vary sentence structure.
	3.10 c) Use the word I in compound subjects.
	3.10 d) Use past and present verb tense.
	3.10 e) Use singular possessives.
	3.10 f) Use commas in a simple series.
	3.10 h) Use apostrophes in contractions with pronouns and in possessives.
	3.10 i) Use the articles a, an, and the correctly.
	3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.12 CF Use available technology to compose, edit and share writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	3.11 The student will write a short report. 3.11 a) Construct questions about the topic. 3.11 b) Identify appropriate resources. 3.11 c) Collect and organize information about the topic into a short report. 3.11 d) Understand the difference between plagiarism and using own words.

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8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 k) Identify new information gained from reading. 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. 3.7 a) Use encyclopedias and other reference books, including online reference materials. 3.11 The student will write a short report. 3.11 a) Construct questions about the topic. 3.11 b) Identify appropriate resources. 3.11 c) Collect and organize information about the topic into a short report. 3.11 d) Understand the difference between plagiarism and using own words. 3.12 CF Use available technology for reading and writing.
9. (Begins in grade 4) *No standard stated for CCSS.*	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3.9 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards – Grade 3	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other	3.1 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher led). 11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.

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information known about the topic to explore ideas under discussion.	
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	3.1 Take initiative in moving a group discussion forward by following rules for discussions and assigned group roles.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	3.9 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
d. Explain their own ideas and understanding in light of the discussion.	3.1 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led).
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 f) Identify the problem and solution. 3.5 CF Identify the problem (conflict) and solution, main idea, and supporting details.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.1 The student will use effective communication skills in group activities. 3.1 a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. 3.1 b) Ask and respond to questions from teachers and other group members. 3.1 c) Explain what has been learned. 3.1 d) Use language appropriate for context. 3.1 e) Increase listening and speaking vocabularies.
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3.2 The student will present brief oral reports using visual media. 3.2 a) Speak clearly. 3.2 b) Use appropriate volume and pitch.

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	3.2 c) Speak at an understandable rate. 3.2 e) Use contextually appropriate language and specific vocabulary to communicate ideas. 3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details.

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by:
	  ° speaking at an understandable rate;
	  ° using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details.

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2.1 CF Speak in complete sentences when appropriate to task and situation to provide details and clarification.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests. 3.10 CF Students will identify the following parts of speech: nouns, verbs, and pronouns. 3.9 CF Use precise nouns, verbs, and adjectives. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 d) Use noun-pronoun agreement. 4.8 f) Incorporate adjectives and adverbs. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and

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	paragraphing. 6.8 g) Choose adverbs to describe verbs, adjectives, and other adverbs**.**
b. Form and use regular and irregular plural nouns.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 h) Use correct spelling for commonly used sight words, including compound words and regular plurals. 2.13 CF Use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *fish*). 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
c. Use abstract nouns (e.g., childhood).	2.13 CF Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).
d. Form and use regular and irregular verbs.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 c) Use correct verb tenses in oral communication. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
f. Ensure subject-verb and pronoun-antecedent agreement.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 CF Use noun/pronoun agreement (pronoun agrees in

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	number and gender with its antecedent). 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 b) Use subject-verb agreement with intervening phrases and clauses. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 d) Use subject-verb agreement with intervening phrases and clauses.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 b) Use adjective and adverb comparisons.
h. Use coordinating and subordinating conjunctions.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 h) Edit for fragments and run-on sentences. 5.8 k) Identify and use conjunctions.
i. Produce simple, compound, and complex sentences.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 d) Use increasingly complex sentence structures in oral communication. 3.8 CF Writing Focus Statement: Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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a. Capitalize appropriate words in titles.	2.13 c) Capitalize all proper nouns and the word I.
b. Use commas in addresses.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 e) Use commas in series, dates, and addresses.
c. Use commas and quotation marks in dialogue.	3.10 CF Use conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 e) Use quotation marks with dialogue. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 f) Use quotation marks with dialogue. 6.8 CF Punctuate and format dialogue. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 g) Use quotation marks with dialogue.
d. Form and use possessives.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 f) Use contractions and singular possessives. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 e) Use singular possessives. 3.10 h) Use apostrophes in contractions with pronouns and in

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	possessives. 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 a) Use plural possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3.4 The student will expand vocabulary when reading. 3.4 g) Use word reference resources including the glossary, dictionary, and thesaurus.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by selecting words and phrases for effect. 4.7 The student will write cohesively for a variety of purposes. 4.7 i) Utilize elements of style, including word choice and sentence variation.
b. Recognize and observe differences between the conventions of spoken and written standard English.	3.10 CF Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	

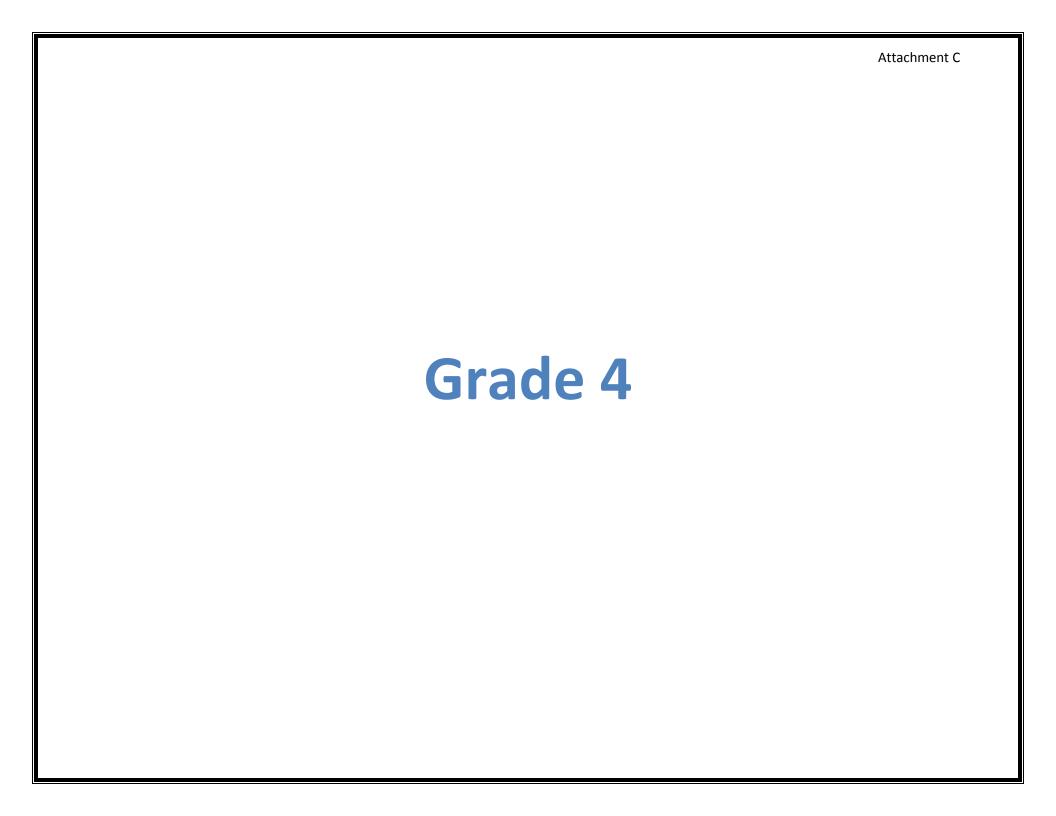| CCSS Grade 3	English SOL
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3.4 The student will expand vocabulary when reading. 3.4 c) Apply meaning clues, language structure, and phonetic strategies. 3.4 e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. 3.4 f) Use vocabulary from other content areas.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	3.4 CF Using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	3.4 CF Apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.4 The student will expand vocabulary when reading. 3.4 g) Use word reference resources including the glossary, dictionary, and thesaurus.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny). 5.4 The student will expand vocabulary when reading. 5.4 d) Identify an author's use of figurative language.
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	1.8 CF Ask for the meaning of unknown words and make connections to familiar words by identifying real-life connections between words and their use (e.g., places that are *safe*).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely

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believed, suspected, heard, wondered).	related verbs such as look, peek, glance).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	3.4 The student will expand vocabulary when reading. 3.4 f) Use vocabulary from other content areas. 4.4 Determine the meaning of general academic and content-specific words or phrases in a text.

English SOL for grade 3 aligned with the CCSS at other grade levels	
Grade 6 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	3.2 The student will present brief oral reports using visual media. 3.2 d) Organize ideas sequentially or around major points of information.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.4 The student will expand vocabulary when reading. 3.4 d) Use context to clarify meaning of unfamiliar words.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 a) Set a purpose for reading.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.5 e) Identify the author's purpose.

English SOL for grade 3 aligned with the CCSS at other grade levels	
Kindergarten Reading for Literature 1. With prompting and support, ask and answer questions about key details in a text.	3.5 f) Ask and answer questions about what is read.
Grade 4 Reading for Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.5 g) Draw conclusions about text.
Grade 1 Reading for Literature 3. Describe characters, settings, and major events in a story, using key details.	3.5 j) Identify supporting details.
Grade 4 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 m) Read with fluency and accuracy.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 a) Identify the author's purpose.
Grade 8 Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3.6 b) Use prior and background knowledge as context for new learning.
Grade 1 Reading for Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	3.6 c) Preview and use text features.
Grade 2 Reading for Literature 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a	3.6 d) Ask and answer questions about what is read.

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text.	
Grade 4 Reading for Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.6 e) Draw conclusions based on text.
Grade 4 Reading for Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3.6 f) Summarize major points found in nonfiction texts.
Grade 2 Reading for Informational Text 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	3.7 b) Use table of contents, indices, and charts.
Grade 2 Writing 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also)	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 b) Use transition words to vary sentence structure.
Grade 1 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.	3.10 f) Use commas in a simple series.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use determiners (e.g., articles, demonstratives).	3.10 i) Use the articles *a*, *an*, and *the* correctly.

English SOL for grade 3 not explicitly stated in the CCSS at any grade level	
	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 c) Make, confirm, or revise predictions.
	3.5 k) Use reading strategies to monitor comprehension throughout the reading process.
	3.5 l) Differentiate between fiction and nonfiction.
	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 i) Compare and contrast the characteristics of biographies and autobiographies.
	3.8 The student will write legibly in cursive.
	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 g) Use simple abbreviations.

Grade 4

CCSS Grade 4	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 h) Draw conclusions/make inferences about text. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 i) Draw conclusions based on the text. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 g) Draw conclusions about text. 4.5 CF Refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 h) Summarize stories and events with beginning, middle, and end in the correct sequence. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 c) Identify the main idea. 4.5 CF Identify main ideas of a text and summarize using supporting details.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.5 CF Describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts).
Craft and Structure	

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4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	3.5 CF Students will read various types of fictional texts (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), and poetry. 3.5 CF Apply knowledge of characterization by ° describing a character's attributes (traits, motivations or feelings).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.5 CF Recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5f) Identify and ask questions that clarify various points of view.
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.5 CF Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 f) Describe the relationship between text and previously read materials. 4.5 CF Discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).

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Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. 4.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 e) Draw conclusions based on text. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 f) Draw conclusions and make simple inferences using textual information as support.

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2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 f) Summarize major points found in nonfiction texts. 3.6 CF State in their own words the main idea of a nonfiction selection. 3.6 CF Identify details that support the main idea of a nonfiction selection. 3.6 CF Summarize major points in a selection. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 d) Identify the main idea. 4.6 e) Summarize supporting details.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4.4 CF Determine the meaning of general academic and content-specific words or phrases in a text. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 e) Identify the problem and solution
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 h) Identify the problem and solution. 3.6 CF Apply understanding of text structure to guide reading by identifying sequence and cause-effect relationships of

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	information in functional texts, such as recipes and other sets of directions. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 g) Distinguish between cause and effect. 5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.6 CF Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	2.10 CF Interpret pictures, captions, diagrams, and tables. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
8. Explain how an author uses reasons and evidence to support particular points in a text.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6c) Explain the author's purpose.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.9 CF Evaluate and combine (synthesize) related information from two or more sources.
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct

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	questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 4.5 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	4.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. 5.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 m) Read with fluency and accuracy. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 k) Use reading strategies throughout the reading process to monitor comprehension. 4.5 l) Read with fluency and accuracy. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 l) Read with fluency and accuracy.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 l) Read with fluency and accuracy.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 k) Use reading strategies throughout the reading process to monitor comprehension.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4.7 The student will write cohesively for a variety of purposes. 4.7 g) Write two or more related paragraphs on the same topic. 4.7 CF Recognize different modes of writing have different patterns of organization 　° informative/explanatory 　　– clearly introduce a topic and group related information in paragraphs 　　– use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic 　　– use specific vocabulary to inform and explain the topic; 　　– provide a concluding statement or section related to the topic
b. Provide reasons that are supported by facts and details.	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 d) Use evidence to support opinions.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	4.7 CF Link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).
d. Provide a concluding statement or section related to the opinion presented.	4.7 CF Recognize different modes of writing have different patterns of organization 　° informative/explanatory 　　– clearly introduce a topic and group related information in paragraphs

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	− use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic − use specific vocabulary to inform and explain the topic; and − provide a concluding statement or section related to the topic

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	4.7 CF Recognize different modes of writing have different patterns of organization
	  ° informative/explanatory
	    − clearly introduce a topic and group related information in paragraphs.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	4.7 The student will write cohesively for a variety of purposes.
	4.7 b) Focus on one aspect of a topic.
	4.7 k) Include supporting details that elaborate the main idea.
	4.7 CF Recognize different modes of writing have different patterns of organization
	  ° informative/explanatory
	    − use facts, definitions, quotations, details, or other examples and information to develop the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	3.9 CF Use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4.2 The student will make and listen to oral presentations and reports. 4.2 a) Use subject-related information and vocabulary. 4.7 CF Recognize different modes of writing have different patterns of organization

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	° informative/explanatory − use specific vocabulary to inform and explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.	4.7 CF Recognize different modes of writing have different patterns of organization ° informative/explanatory − provide a concluding statement or section related to the topic
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	4.7 CF Recognize different modes of writing have different patterns of organization ° narrative − organize an event sequence that unfolds naturally
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	5.7 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
c. Use a variety of transitional words and phrases to manage the sequence of events.	4.7 The student will write cohesively for a variety of purposes. 4.7 h) Use transition words for sentence variety. 4.7 CF Recognize different modes of writing have different patterns of organization ° narrative − use transition words and phrases for sentence variety and to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	4.7 CF Recognize different modes of writing have different patterns of organization ° narrative − use specific vocabulary, words, and phrases to convey experiences and events

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e. Provide a conclusion that follows from the narrated experiences or events.	4.7 CF Recognize different modes of writing have different patterns of organization ° narrative − provide a conclusion
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.7 The student will write cohesively for a variety of purposes. 4.7 a) Identify intended audience. 4.7 d) Organize writing to convey a central idea. 4.7 CF Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 4.7 The student will write cohesively for a variety of purposes. 4.7 j) Revise writing for clarity of content using specific vocabulary and information. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 b) Include prepositional phrases. 4.8 c) Eliminate double negatives. 4.8 d) Use noun-pronoun agreement. 4.8 e) Use commas in series, dates, and addresses. 4.8 f) Incorporate adjectives and adverbs. 4.8 g) Use correct spelling for frequently used words, including common homophones. 4.8 h) Use singular possessives.

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	4.7 CF Create a plan and organize thoughts to convey a central idea before writing. 4.7 CF Revise the language, organization, and content of a piece of writing for a specific purpose.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	4.7 CF Use available technology to gather information, aid in writing, and interact and collaborate with others.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.9 CF Research Focus Statement: At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 b) Collect information from multiple resources including online, print, and media. 4.9 c) Use technology as a tool to organize, evaluate, and communicate information. 4.9 d) Give credit to sources used in research. 4.9 e) Understand the difference between plagiarism and using own words.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	3.11 CF Understand how information should be collected, analyzed and organized as a part of the process of writing a short report.
a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 b) Describe how the choice of language, setting, characters,

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thoughts, words, or actions].").	and information contributes to the author's purpose.
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose. 4.5 CF Describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). 4.1 CF Identifying reasons and evidence a speaker provides to support particular points.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 b) Contribute to group discussions across content areas. 4.1 e) Use grammatically correct language and specific vocabulary to communicate ideas. 4.1 f) Communicate new ideas to others. 4.1 g) Demonstrate the ability to collaborate with diverse teams. 4.1 CF Participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). 11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow agreed-upon rules for discussions and carry out	4.1 CF Following rules for discussions and assigned partner or

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assigned roles.	group roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	4.1 CF Responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	4.1 CF Reviewing key ideas expressed in discussions and explaining their own ideas and understanding;
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.9 CF Summarize or paraphrase information in notes and finished work.
3. Identify the reasons and evidence a speaker provides to support particular points.	4.1 CF Identifying reasons and evidence a speaker provides to support particular points;
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	3.2 The student will present brief oral reports using visual media. 3.2 a) Speak clearly. 3.2 b) Use appropriate volume and pitch. 3.2 c) Speak at an understandable rate. 3.2 e) Use contextually appropriate language and specific vocabulary to communicate ideas. 4.2 CF Reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.2 CF Adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas. 4.2 The student will make and listen to oral presentations and reports. 4.2 b) Listen to and record information.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse	4.2 CF Make oral presentations and reports, differentiating formal and informal language and style when appropriate to task

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is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	and situation (e.g., presentations, small-group discussions).
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	4.8 CF Appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. 5.8 CF Students will also identify effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections.
b. Form and use the progressive (e.g*., I was walking; I am walking; I will be walking*) verb tenses.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	4.8 CF Appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 j) Use verbs and adjectives correctly in sentences.
e. Form and use prepositional phrases.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 b) Include prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 h) Edit for fragments and run-on sentences.
g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and

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	paragraphing.
	4.8 g) Use correct spelling for frequently used words, including common homophones.
	6.8 CF Use reference sources to differentiate among homophones and easily confused words,(e.g., *a lot/allot, effect/affect, bored/board*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 b) Include prepositional phrases. 4.8 c) Eliminate double negatives. 4.8 d) Use noun-pronoun agreement. 4.8 e) Use commas in series, dates, and addresses. 4.8 f) Incorporate adjectives and adverbs. 4.8 g) Use correct spelling for frequently used words, including common homophones. 4.8 h) Use singular possessives. 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 i) Eliminate double negatives.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	3.10 CF Using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

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	5.8 e) Use quotation marks with dialogue. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 f) Use quotation marks with dialogue. 6.8 CF Punctuate and format dialogue.
c. Use a comma before a coordinating conjunction in a compound sentence.	6.7 CF Incorporate variety into sentences, using appropriate coordination, joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;
d. Spell grade-appropriate words correctly, consulting references as needed.	4.4 The student will expand vocabulary when reading. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 g) Use correct spelling for frequently used words, including common homophones.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	4.7 CF Use precise language and vocabulary to explain a topic.
b. Choose punctuation for effect.	4.7 The student will write cohesively for a variety of purposes. 4.7 i) Utilize elements of style, including word choice and sentence variation.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4.2 CF Make oral presentations and reports, differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions).
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-	4.4 The student will expand vocabulary when reading.

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meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	4.4 a) Use context to clarify meanings of unfamiliar words. 4.4 b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 4.4 d) Develop vocabulary by listening to and reading a variety of texts. 4.4 e) Use vocabulary from other content areas.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	5.4 CF Students will build their knowledge of word origins by learning about Greek and Latin affixes. 6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4.4 The student will expand vocabulary when reading. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
	5.4 The student will expand vocabulary when reading.
	5.4 d) Identify an author's use of figurative language.
	6.4 CF Identify figurative language in text, including:
	  ° simile – figures of speech that use the words *like* or *as* to make comparisons;
	  ° hyperbole – intentionally exaggerated figures of speech; and
	  ° metaphor – a comparison equating two or more unlike things without using "like" or "as."

b. Recognize and explain the meaning of common idioms,	9.3 The student will apply knowledge of word origins,

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adages, and proverbs.	derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 d) Identify the meaning of common idioms.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2.2 The student will expand understanding and use of word meanings. 2.2 d) Identify and use synonyms and antonyms. 2.7 The student will expand vocabulary when reading. 2.7 c) Use knowledge of antonyms and synonyms. 4.4 CF Use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	4.4 The student will expand vocabulary when reading. 4.4e) Use vocabulary from other content areas. 4.4 CF Determine the meaning of general academic and content-specific words or phrases in a text.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	4.2 The student will make and listen to oral presentations and reports. 4.2 c) Organize information for clarity.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Speaking and Listening 1. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	4.2 d) Use language and style appropriate to the audience, topic, and purpose.
Grade 7 Reading for Literature 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	4.3 The student will learn how media messages are constructed and for what purposes. 4.3 a) Differentiate between auditory, visual, and written media messages.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 a) Explain the author's purpose.
Grade 5 Reading for Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	4.5 d) Summarize supporting details.
Grade 5 Reading Standards: Foundational Skills c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 i) Make, confirm, or revise predictions.
Grade 5 Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	4.5 j) Identify cause and effect relationships.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Speaking and Listening 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.6 h) Distinguish between fact and opinion.
Grade 5 Writing 9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	4.6 j) Identify new information gained from reading.
Grade 2 Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	4.7 The student will write cohesively for a variety of purposes. 4.7 f) Write a clear topic sentence focusing on the main idea.
Grade 5 Reading for Informational Text 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 a) Construct questions about a topic.

English SOL for grade 4 not explicitly stated in the CCSS at any grade level	
	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 a) Present accurate directions to individuals and small groups.
	4.1 c) Seek ideas and opinions of others.
	4.1 h) Demonstrate the ability to work independently.
	4.3 The student will learn how media messages are constructed and for what purposes. 4.3 b) Identify the characteristics of various media messages.
	4.6 The student will read and demonstrate comprehension of

English SOL for grade 4 not explicitly stated in the CCSS at any grade level	
	nonfiction texts. 4.6 i) Use prior knowledge and build additional background knowledge as context for new learning.
	4.7 The student will write cohesively for a variety of purposes. 4.7 c) Use a variety of pre-writing strategies.

Grade 5

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Reading	
Reading for Literature	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 h) Draw conclusions/make inferences about text. 4.5 CF Refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 i) Draw conclusions and make inferences from text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 h) Identify the main idea or theme. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 d) Summarize supporting details. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 g) Identify main idea. 5.5 h) Summarize supporting details from text. 5.5 CF Identify main idea or theme.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 d) Compare and contrast settings, characters, and events.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and	5.4 The student will expand vocabulary when reading. 5.4 a) Use context to clarify meaning of unfamiliar words and

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similes.	phrases.
	5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
	5.4 d) Identify an author's use of figurative language.
	
	6.4 CF Identify figurative language in text, including:
	  ° simile – figures of speech that use the words *like* or *as* to make comparisons;
	  ° hyperbole – intentionally exaggerated figures of speech; and
	  ° metaphor – a comparison equating two or more unlike things without using "like" or "as."

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.5 j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.5 k) Identify cause and effect relationships.
6. Describe how a narrator's or speaker's point of view influences how events are described.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 8.5 g) Identify and ask questions that clarify various viewpoints.
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5.3 CF Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children's voices.)

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	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 c) Describe how word choice and imagery contribute to the meaning of a text. 8.3 CF Recognize that each medium creates meaning differently using visual and verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. 8.3 CF Analyze a media text by considering what techniques have been used and their purpose.
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text. 7.5 c) Identify conventional elements and characteristics of a variety of genres.
Range of Reading and Level of Text Complexity	

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	5.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS):
	  ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.
	  ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.

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	° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6 CF Make simple inferences, using information from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.6 The student will read and demonstrate comprehension of nonfiction texts. 5.6 d) Identify the main idea of nonfiction texts. 5.6 e) Summarize supporting details in nonfiction texts.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.6 The student will read and demonstrate comprehension of nonfiction texts. 5.6 j) Identify, compare, and contrast relationships.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5.4 The student will expand vocabulary when reading. 5.4 g) Study word meanings across content areas.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. 7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they	5.6 CF Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in

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represent.	focus and the information provided.
Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 f) Locate information to answer questions. 4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 a) Construct questions about a topic. 4.9 b) Collect information from multiple resources including online, print, and media. 5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 a) Construct questions about a topic. 5.9 b) Collect information from multiple resources including online, print, and media.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.9 CF Evaluate and combine (synthesize) related information from two or more sources. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 k) Organize and synthesize information for us in written forms.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	*Note: See word accuracy rates listed above under Reading for Literature (SOL 5.5 CF)* See word accuracy rates under *Reading for Literature*.

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Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.4 The student will expand vocabulary when reading. 5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. 5.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 l) Use reading strategies throughout the reading process to monitor comprehension. 5.5 m) Read with fluency and accuracy. 5.6 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history, and social science, science, and mathematics.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	4.5 CF Read familiar text with fluency, accuracy, and expression. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 m) Read with fluency and accuracy. 5.5 CF Read familiar text with fluency, accuracy, and expression to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

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	4.5 i) Make, confirm, or revise predictions. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 k) Make, confirm, or revise predictions. 5.5 l) Use reading strategies throughout the reading process to monitor comprehension. 5.5 CF Become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 m), 8.6 l) Use reading strategies to monitor comprehension throughout the reading process.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	*Note: The SOL states that writing will be done for a variety of purposes and does not specifically state that opinion pieces will be written.* 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 d) Write a clear topic sentence focusing on the main idea. 5.7 e) Write multiparagraph compositions. 5.7 CF Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
b. Provide logically ordered reasons that are supported by facts and details.	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 i) Include supporting details that elaborate the main idea.
c. Link opinion and reasons using words, phrases, and clauses	5.7 CF Produce a clear and coherent written piece in which the

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(e.g., consequently, specifically).	development and organization are appropriate to purpose and audience.
d. Provide a concluding statement or section related to the opinion presented.	5.7 CF Provide a concluding statement or section related to the topic.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
	4.7 CF Recognize different modes of writing have different patterns of organization
	   ° informative/explanatory
	    − clearly introduce a topic and group related information in paragraphs
	    − use facts, definitions, quotations, details, or other examples and information to develop the topic
	    − use specific vocabulary to inform and explain the topic;
	    − provide a concluding statement or section related to the topic
	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
	5.7 f) Use precise and descriptive vocabulary to create tone and voice.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to
	4.7 CF Recognize different modes of writing have different patterns of organization
	   ° narrative
	    − organize an event sequence that unfolds naturally
	    − use transition words and phrases for sentence variety and to manage the sequence of events
	    − use specific vocabulary, words, and phrases to convey experiences and events
	    − provide a conclusion
	5.7 The student will write for a variety of purposes: to describe,

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manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	to inform, to entertain, to explain, and to persuade. 5.7 g) Vary sentence structure by using transition words. 5.7 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	4.7 CF Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience. 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 a) Identify intended audience. 5.7 b) Use a variety of prewriting strategies. 5.7 c) Organize information to convey a central idea.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 5.7 CF Develop and strengthen writing as needed, in consultation with peers or adults, by planning, revising, editing, or rewriting.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Computer/Technology SOL 3-5.8 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences. • Produce documents demonstrating the ability to edit, reformat, and integrate various software tools. • Use technology tools for individual and collaborative writing, communication, and publishing activities. • Use telecommunication tools to communicate and share information with others.
Research to Build and Present Knowledge	

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7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 a) Construct questions about a topic. 5.9 b) Collect information from multiple resources including online, print, and media.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 b) Collect information from multiple resources including online, print, and media. 5.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 5.9 d) Organize information presented on charts, maps, and graphs. 5.9 e) Develop notes that include important concepts, summaries, and identification of information sources. 5.9 f) Give credit to sources used in research. 5.9 CF Summarize or paraphrase information in notes and finished work.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 j) Identify cause and effect relationships. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 a) Describe the relationship between text and previously read materials. 5.5 b) Describe character development. 5.5 c) Describe the development of plot and explain the resolution of conflict(s). 5.5 e) Describe how an author's choice of vocabulary contributes

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	to the author's style.
	5.5 f) Identify and ask questions that clarify various points of view.
	5.5 g) Identify main idea.
	5.5 h) Summarize supporting details from text.
	5.5 i) Draw conclusions and make inferences from text.
	5.5 j) Identify cause and effect relationships.
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	4.6 The student will read and demonstrate comprehension of nonfiction texts.
	4.6 j) Identify new information gained from reading.
	5.6 The student will read and demonstrate comprehension of nonfiction texts.
	5.6 a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
	5.6 b) Use prior knowledge and build additional background knowledge as context for new learning.
	5.6 c) Skim materials to develop a general overview of content and to locate specific information.
	5.6 d) Identify the main idea of nonfiction texts.
	5.6 e) Summarize supporting details in nonfiction texts.
	5.6 f) Identify structural patterns found in nonfiction.
	5.6 g) Locate information to support opinions, predictions, and conclusions.
	5.6 h) Identify cause and effect relationships following transition words signaling the pattern.
	5.6 i) Differentiate between fact and opinion.
	5.6 j) Identify, compare, and contrast relationships.
	5.6 k) Identify new information gained from reading.

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	5.6 l) Use reading strategies throughout the reading process to monitor comprehension. 5.6 m) Read with fluency and accuracy.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	5.8 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. 5.1 a) Participate in and contribute to discussions across content areas. 5.1 b) Organize information to present in reports of group activities. 5.1 c) Summarize information gathered in group activities. 5.1 d) Communicate new ideas to others. 5.1 e) Demonstrate the ability to collaborate with diverse teams.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	5.1 CF Follow rules for discussions and assigned group roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.1 CF Participate as informed contributors in subject-related group learning activities by responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others.

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d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	4.1 CF Participate in a variety of partner and/or group discussions by reviewing key ideas expressed in discussions and explaining their own ideas and understanding. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 g) Summarize main points as they relate to main idea or supporting details.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.1 CF Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. Students will also become able to summarize their own material prior to delivering a presentation.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 g) Summarize main points as they relate to main idea or supporting details.
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4.2 CF Reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 a) Maintain eye contact with listeners. 5.2 b) Use gestures to support, accentuate, and dramatize verbal message. 5.2 c) Use facial expressions to support and dramatize verbal message. 5.2 d) Use posture appropriate for communication setting. 5.2 e) Determine appropriate content for audience.

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	5.2 f) Organize content sequentially around major ideas. 5.2 g) Summarize main points as they relate to main idea or supporting details. 5.2 h) Incorporate visual media to support the presentation. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	3.2 The student will present brief oral reports using visual media. 3.2 h) Incorporate visual media to support the presentation. 5.2 h) Incorporate visual media to support the presentation.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 c) Identify and use interjections. 5.8 k) Identify and use conjunctions. 5.8 CF Students will effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	5.8 CF Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.	5.8 CF Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.	6.8 The student will edit writing for correct grammar,

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	capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 d) Maintain consistent verb tense across paragraphs. 6.8 CF Maintain a consistent verb tense within sentences and throughout and across paragraphs. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 e) Edit for verb tense consistency and point of view.
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	8.8 CF Use correct conjunctions, such as *either/or* and *neither/nor*.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 f) Use commas in a simple series.
b. Use a comma to separate an introductory element from the rest of the sentence.	5.7 CF Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	5.7 CF Use a comma to indicate direct address (e.g., Is that you, Chloe?). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 f) Use commas to indicate interrupters. 5.8 CF Punctuate correctly ° commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)]
d. Use underlining, quotation marks, or italics to indicate titles of	5.8 CF Use underlining, quotation marks, or italics to indicate

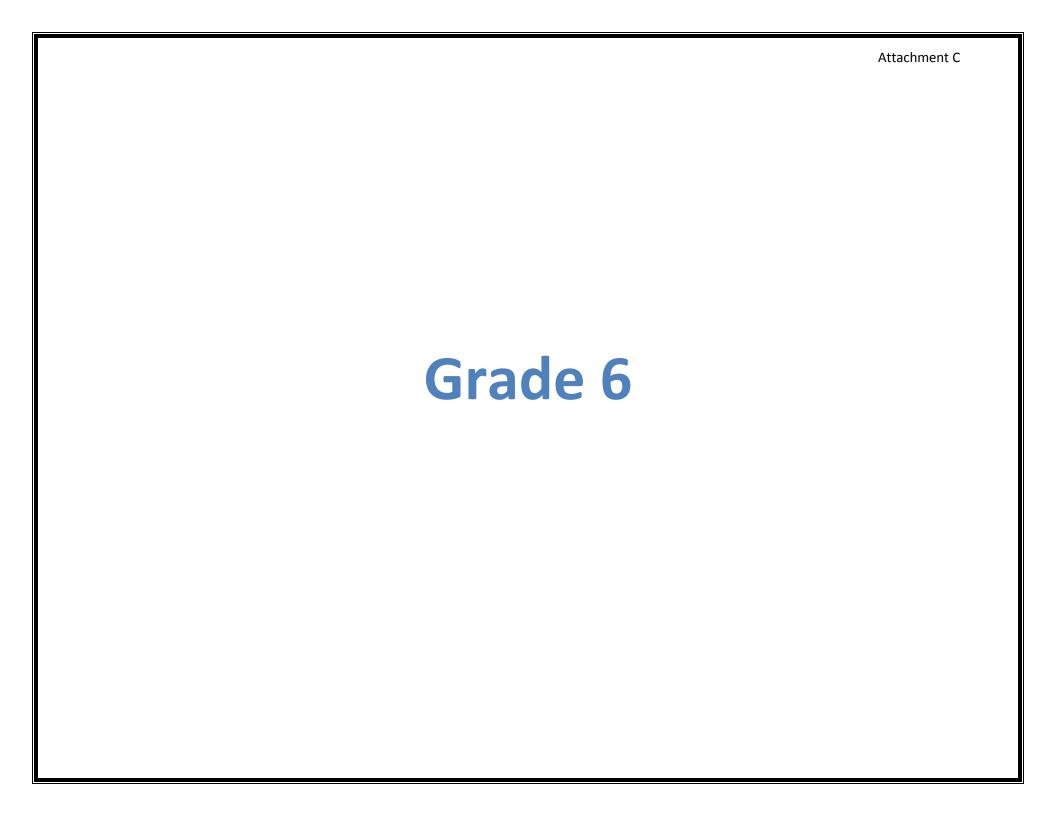| CCSS Grade 5	English SOL
works.	titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 j) Use correct spelling of commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	5.2 CF Expand, combine, and reduce sentences for meaning, interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 e) Describe how an author's choice of vocabulary contributes to the author's style.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	5.4 The student will expand vocabulary when reading. 5.4 a) Use context to clarify meaning of unfamiliar words and phrases. 5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 f) Develop vocabulary by listening to and reading a variety of texts. 5.4 g) Study word meanings across content areas. 5.4 The student will expand vocabulary when reading.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	5.4 The student will expand vocabulary when reading. meanings and differentiate among multiple meanings of words.

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and determine or clarify the precise meaning of key words and phrases.	5.4 e) Use dictionary, glossary, thesaurus, and other word-reference materials. ~~6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.~~

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figurative language, including similes and metaphors, in context.
	5.4 The student will expand vocabulary when reading.
	5.4 d) Identify an author's use of figurative language.
	6.4 CF Identify figurative language in text, including:
	    ° simile – figures of speech that use the words *like* or *as* to make comparisons;
	    ° hyperbole – intentionally exaggerated figures of speech; and
	    ° metaphor – a comparison equating two or more unlike things without using "like" or "as."

b. Recognize and explain the meaning of common idioms, adages, and proverbs.	9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 d), 10.3 d), 11.3d), 12.3 d) Identify the meaning of common idioms.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	3.4 The student will expand vocabulary when reading. 3.4 a) Use knowledge of homophones. 4.4 CF use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. 5.4 CF Apply knowledge of roots affixes (prefixes and suffixes), synonyms, antonyms, and homophones. 5.4 CF Homographs are words that are pronounced differently and share the same spelling (e.g., We saw the dove fly, or She dove into the swimming pool).
6. Acquire and use accurately grade-appropriate general	5.4 The student will expand vocabulary when reading.

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academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	5.4 f) Develop vocabulary by listening to and reading a variety of texts. 5.4 g) Study word meanings across content areas.

English SOL for grade 5 aligned with the CCSS at other grade levels	
Grade 7 Reading for Literature 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to the meaning.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 d) Describe the characteristics of free verse, rhymed, and patterned poetry.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 a) Use plural possessives.
Grade 3 Language 1. g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	5.8 b) Use adjective and adverb comparisons.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotation marks in dialogue.	5.8 e) Use quotation marks with dialogue.
Grades 11-12 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.	5.8 g) Use a hyphen to divide words at the end of a line.
Grade 4 Language	5.8 h) Edit for fragments and run-on sentences.

English SOL for grade 5 aligned with the CCSS at other grade levels	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
Grade 4 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	5.8 i) Eliminate double negatives.
Grade 6 Writing 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 g) Define the meaning and consequences of plagiarism.

English SOL for grade 5 not explicitly stated in the CCSS at any grade level	
	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. 5.1 f) Demonstrate the ability to work independently.
	5.3 The student will learn how media messages are constructed and for what purposes. 5.3 a) Differentiate between auditory, visual, and written media messages.
	5.3 b) Identify the characteristics and effectiveness of a variety of media messages.

Grade 6

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Reading	
Reading for Literature	
Key Ideas and Details	
Reading Standards for Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 f) Use information in the text to draw conclusions and make inferences.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. 6.5 h) Identify the main idea. 6.5 i) Identify and summarize supporting details. 6.5 CF Determine a central idea or theme of a fictional text and how it is developed through specific details.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 g) Explain how character and plot development are used in a selection to support a central conflict or story line. 6.5 CF Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. 6.5 CF Understand plot as: the development of the central conflict and resolution; the sequence of events in the story; and the writer's map for what happens, how it happens, to whom it happens, and when it happens.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic text. 6.4 d) Identify and analyze figurative language.

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	6.4 CF Recognize that figurative language enriches text. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 c) Describe how word choice and imagery contribute to the meaning of a text.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.5 j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.5 k) Identify cause and effect relationships.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
Integration of Knowledge and Ideas	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	6.3 The student will understand the elements of media literacy. 6.3 a) Compare and contrast auditory, visual, and written media messages. 6.3 CF Compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text. 7.5 c) Identify conventional elements and characteristics of a variety of genres.

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	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 c) identify the characteristics that distinguish literary forms. 9.4 d) Use literary terms in describing and analyzing selections. 9.4 f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotions. 9.4 h) Explain the relationship between the author's style and literary effect.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 e) Draw conclusions and make inferences based on explicit and implied information. 6.6 CF Read beyond the printed text to understand the message stated or implied by an author. 6.6 CF Give evidence from the text to support conclusions.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 f) Differentiate between fact and opinion. 6.6 g) Identify main idea. 6.6 h) Summarize supporting details

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	6.6 CF Determine a central idea of a text and recognize how details support that idea. 6.6 CF Summarize the text without providing a personal opinion.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. 7.5 CF Identify **characterization** as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 6.4 d) Identify and analyze figurative language 6.6 CF Identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. 7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	8.6 CF analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 e) Identify the author's purpose. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 a) Identify the author's purpose. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 a) Explain the author's purpose. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
Integration of Knowledge and Ideas	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.3 The student will understand the elements of media literacy. 6.3 CF Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 6.3 CF Access media message to compare and contrast information presented in different media and/or formats.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.2 CF Recognize that facts can be verified and that opinions cannot. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 e) Identify a position/argument to be confirmed, disproved, or modified.

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	9.5 CF Identify an author's position/argument within informational text.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 i) Compare and contrast information about one topic, which may be contained in different selections.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	6.7 The student will write narration, description, exposition, and persuasion. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 11 CF Writing Focus Statement: Students will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims.
a. Introduce claim(s) and organize the reasons and evidence clearly.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples.

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the topic or text.	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Establish and maintain a formal style.	6.7 CF Establish and maintain a formal style of writing when appropriate.
e. Provide a concluding statement or section that follows from the argument presented.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 f) Write multiparagraph compositions with elaboration and unity.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	3.2 The student will present brief oral reports using visual media. 3.2 d) Organize ideas sequentially or around major points of information. 4.2 The student will make and listen to oral presentations and reports. 4.2 c) Organize information for clarity. 6.7 The student will write narration, description, exposition, and persuasion. 6.7 c) Organize writing structure to fit mode or topic. 6.7 CF Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 6.7 CF Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.

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b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6.7 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 6.7 CF Craft writing purposefully with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice.
e. Establish and maintain a formal style.	6.7 CF Establish and maintain a formal style of writing when appropriate.
f. Provide a concluding statement or section that follows from the information or explanation presented.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 CF Develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences when writing narratives.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 d) Establish a central idea and organization. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

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	8.7 CF Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples. 6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 6.7 CF Use appropriate transitions to clarify the relationships among ideas and concepts. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 6.7 CF Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6.7 CF Write using descriptive details.
e. Provide a conclusion that follows from the narrated experiences or events.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	6.7 The student will write narration, description, exposition, and persuasion.

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audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.7 a) Identify audience and purpose. 6.7 CF The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. 6.7 CF Identify audience and purpose for any piece of writing.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	6.7 The student will write narration, description, exposition, and persuasion. 6.7 b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. 6.7 i) Revise sentences for clarity of content including specific vocabulary and information. 6 .7 CF Revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns. 6.8 h) Use correct spelling for frequently used words. 6.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 j) Use computer technology to plan, draft, revise, edit, and publish writing.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing	6.9 The student will find, evaluate, and select appropriate

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on several sources and refocusing the inquiry when appropriate.	resources for a research product. 6.9 a) Collect information from multiple sources including online, print, and media. 8.9 CF Conduct short research projects to answer a question drawing on several sources and generating questions.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.9 The student will find, evaluate, and select appropriate resources for a research project. 6.9 a) Collect information from multiple sources including online, print, and media. 6.9 b) Evaluate the validity and authenticity of texts. 6.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 6.9 d) Cite primary and secondary sources. 6.9 e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 6.9 CF Prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. 6.9 CF Differentiate between a primary and secondary source. 6.9 CF Provide a list of sources using a standard form for documenting primary and secondary sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	6.6 CF Give evidence from the text to support conclusions. 6 CF Research Focus Statement: At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal

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	guidelines for gathering and using information.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 f) Use information in the text to draw conclusions and make inferences. 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text.
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards Grade	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	6.1 The student will participate in and contribute to small-group activities. 6.1 a) Communicate as leader and contributor. 6.1 b) Evaluate own contributions to discussions. 6.1 c) Summarize and evaluate group activities. 6.1 d) Analyze the effectiveness of participant interactions.

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	6 CF Communication Focus Statement: At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	4.2 The student will make and listen to oral presentations and reports. 4.2 d) Use language and style appropriate to the audience, topic, and purpose. 7.1 CF The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. 10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6.1 CF Pose and respond to questions. 7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when

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	needed.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6.2 The student will present, listen critically, and express opinions in oral presentation. 6.2 d) Paraphrase and summarize what is heard. 6.2 CF Paraphrase by putting into their own words what has been said by others. 6.2 CF restate paraphrase or summarize what others have said.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6.3 The student will understand the elements of media literacy. 6.3 a) Compare and contrast auditory, visual, and written media messages. 6.3 b) Identify the characteristics and effectiveness of a variety of media messages.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 h) Distinguish between fact and opinion 6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 a) Distinguish between fact and opinion. 6.2 b) Compare and contrast viewpoints. 6.2 c) Present a convincing argument. 6.2 CF The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience.
Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose.

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	6.2 CF The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. 6.2 CF Plan and deliver an oral presentation, using the following steps: determine topic and purpose; identify the intended audience; gather information; organize the information; use multimedia to clarify presentation information; choose vocabulary appropriate to topic, purpose, and audience; phrase with grammatically correct language; and practice delivery.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6.3 The student will understand the elements of media literacy. 6.3 c) Craft and publish audience specific media messages. 6.2 CF Use multimedia to clarify presentation information. 7.3 The student will understand the elements of media literacy. 7.3 e) Craft and publish audience-specific media messages.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6 CF Communication Focus Statement: When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English.
CCSS Language Standards	**English SOL**
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. 6.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.

CCSS Grade 6	English SOL
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
b. Use intensive pronouns (e.g., *myself, ourselves*).	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
c. Recognize and correct inappropriate shifts in pronoun number and person.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 c) Use pronoun-antecedent agreement to include indefinite pronouns. 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	6.8 CF Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central

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	idea, tone, and voice. 6.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. 6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	7.8 CF Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 h) Use correct spelling for frequently used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader.
a. Vary sentence patterns for meaning, reader/ listener interest, and style.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information;

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	embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety.
b. Maintain consistency in style and tone.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 6.7 CF Craft writing purposefully with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 a) Identify word origins and derivations. 6.4 c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 6.4 CF Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.4 CF Use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 a) Identify word origins and derivations.

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	6.4 b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. 6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words. 6.4 CF Identify Latin and Greek roots of common English words as clues to the meaning of the word. 6.4 CF Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible.*
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6.4 CF Consult use word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. e. Use word-reference materials.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.4 The student will read and learn the meaning of unfamiliar words and phrases within authentic texts. 6.4 d) Identify and analyze figurative language. 6.4 CF Students will be introduced to word relationships and nuances in word meanings. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 j) Identify and analyze the author's use of figurative language. 8.4 The student will apply knowledge of word origins, analogies,

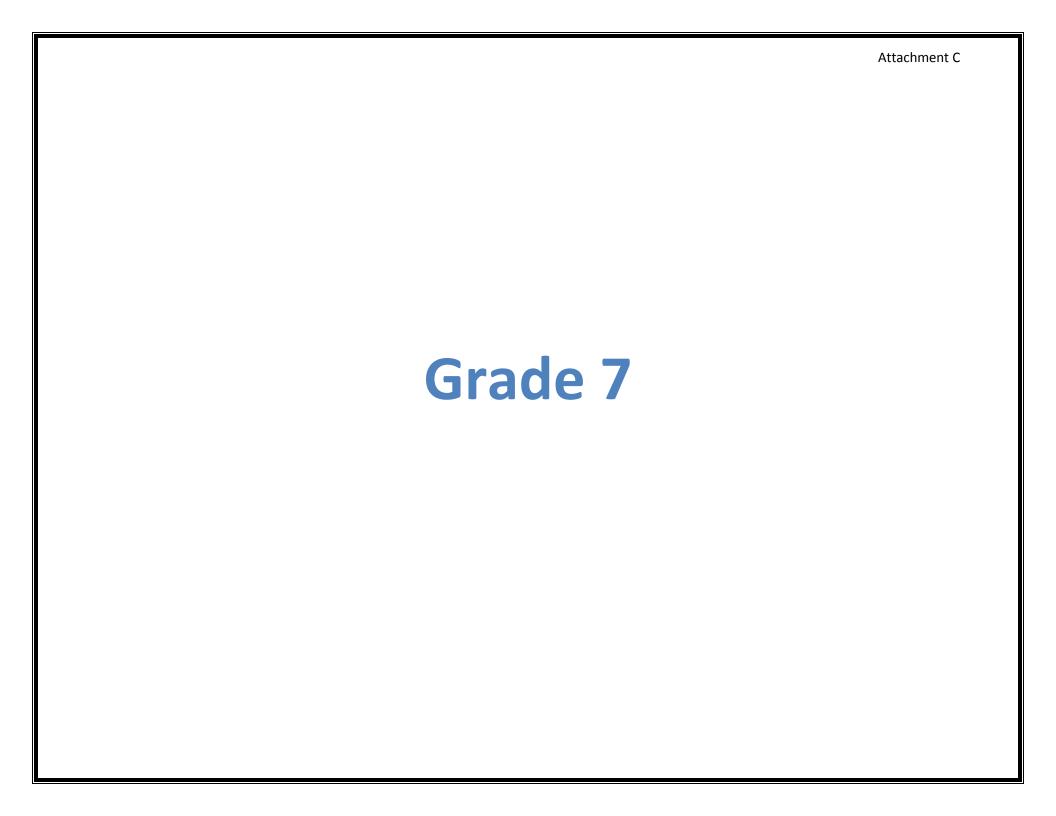| CCSS Grade 6	English SOL
	and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
a. Interpret figures of speech (e.g., personification) in context.	6.4 The student will read and learn the meaning of unfamiliar words and phrases within authentic texts. 6.4 d) Identify and analyze figurative language. 6.4 CF Determine the meaning of words and phrases as they are used as figurative language. 7.4 CF Recognize, understand, and use figurative language figures of speech, including: personification – figure of speech that applies human characteristics to nonhuman objects.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	6.4 CF Recognize relationships common to analogy construction, such as: synonyms – small: little; antonyms – up: down; object/action – ear: hear; source/product – tree: lumber; part/whole – paw: dog; and animal/habitat – bee: hive.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. 7.4 CF Recognize that synonyms may have connotations (e.g., *elderly* and *mature*; *youthful* and *juvenile*). 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 d) Identify connotations.
6. Acquire and use accurately grade-appropriate general	6.4 The student will read and learn the meanings of unfamiliar

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academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	words and phrases within authentic texts. 6.4 f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 b) Make, confirm, and revise predictions. 6.5 e) Use prior and background knowledge as context for new learning. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 b) Use prior knowledge and build additional background knowledge as context for new learning.

English SOL for grades 6 aligned with the CCSS at other grade levels	
Grade 3 Reading for Informational Texts 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 a) Use text structures such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
Grade 3 Reading for Informational Texts 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 c) Identify questions to be answered.
Grade 3 Reading for Informational Texts 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 k) Identify cause and effect relationships.
Partially addressed in Grade 3, Language 1. f. Ensure subject-verb and pronoun-antecedent agreement.	6.8 b) Use subject-verb agreement with intervening phrases and clauses.

English SOL for grades 6 aligned with the CCSS at other grade levels	
Grade 5 Language 1. d. Recognize and correct inappropriate shifts in verb tense.	6.8 d) Maintain consistent verb tense across paragraphs.
Grade 3 Language 2. c. Use commas and quotation marks in dialogue. Grade 4 Language 2. b. Use commas and quotation marks to mark direct speech and quotations from a text.	6.8 f) Use quotation marks with dialogue.
Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	6.8 g) Choose adverbs to describe verbs, adjectives, and other adverbs.
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 l) Use reading strategies to monitor comprehension throughout the reading process. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 l) Use reading strategies to monitor comprehension throughout the reading process.

English SOL for grade 6 not explicitly stated in the CCSS at any grade level	
	6.6 d) Make, confirm, or revise predictions.
	6.7 The student will write narration, description, exposition, and persuasion. 6.7 e) Compose a topic sentence or thesis statement if

English SOL for grade 6 not explicitly stated in the CCSS at any grade level	
	appropriate.
	6.7 h) expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

Grade 7

CCSS Grade 7	English SOL
Reading Standards for Literature	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 g) Make inferences and draw conclusions based on the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. 7.5 h) Identify the main idea. 7.5 i) Summarize text relating supporting details. 7.5 CF Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 7.5 CF Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. d. Identify connotations. 7.5 The student will read and demonstrate comprehension of a

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	variety of fictional texts, narrative nonfiction, and poetry.
	7.5 d) Describe the impact of word choice, imagery, and literary devices including figurative language.
	7.5 CF Recognize and analyze the impact of an author's choice of poetic devices, including:
	° **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
	° **rhythm** – the recurring pattern of strong and weak syllabic stresses;
	° **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
	° **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
	° **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and
	° **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter*.
	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.
	11.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to the meaning.	7.5 CF Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers.
	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
	9.4 c) Identify the characteristics that distinguish literary form.

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	9.4 CF Identify and analyze elements of dramatic literature: soliloquy.
	7.5 CF Distinguish between narrative prose and poetic forms, including:
	° haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
	° limerick – a 5-line, rhymed, rhythmic verse, usually humorous;
	° ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
	° free verse – poetry with neither regular meter nor rhyme scheme
	° couplet – a pair of rhyming lines; and
	° quatrain – a stanza containing four lines.
	7.5 CF Recognize and analyze the impact of an author's choice of poetic devices, including: rhyme, rhythm, meter, repetition, alliteration, onomatopoeia.
	7.5 CF Explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.5 CF Analyze elements of an author's style, including: contrasting points of view.
	7.5 CF Identify characterization as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character.
Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the	7.3 The student will understand the elements of media literacy.
	7.3 d) Compare and contrast the techniques in auditory, visual,

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effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	and written media messages. 7.3 CF Deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, angles, lighting, editing and sound in TV, radio, and film.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history	9.4 CF Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. 9.4 CF Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 d) Draw conclusions and make inferences on explicit and implied information.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 h) Identify the main idea. 7.6 i) Summarize text identifying supporting details. 7.6 CF Determine two or more central ideas in a text and analyze

CCSS Grade 7	English SOL
	their development over the course of the text.
	7.6 CF Provide an objective summary of the text by recording the development of the central ideas.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	8.5 CF Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. 7.5 CF Students will understand how authors use keywords and images to craft a message and establish tone. 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. d. Identify connotations. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 g) Describe how word choice and language structure convey an author's viewpoint.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 b) Use text structures to aid comprehension. 7.6 c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.

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	7.6 CF An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.
Integration of Knowledge and Ideas	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.3 The student will understand the elements of media literacy. 7.3 d) Compare and contrast the techniques in auditory, visual, and written media messages.
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 e) Analyze details for relevance and accuracy. 8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 e) Identify a position/argument to be confirmed, disproved, or modified.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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	11.6 Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 7.7 CF Understand and apply the elements of composing: central idea; elaboration; unity; and organization.
d. Establish and maintain a formal style.	7.7 CF Sustain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.	7.7 CF Include an appropriate introduction and satisfying conclusion.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 c) Organize writing structure to fit mode or topic. 6.7CF Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 7.7 CF Explain, analyze, or summarize a topic. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 c) Distinguish between a thesis statement and a topic sentence.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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	g. Select vocabulary and information to enhance the central idea, tone, and voice. 7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety.
e. Establish and maintain a formal style.	7.7 CF Sustain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.	7.7 CF Include an appropriate introduction and satisfying conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 The student will write narration, description, exposition, and persuasion. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 7.7 d) Establish a central idea and organization. 7.7 CF, 8.7 CF Engage and orient the reader by establishing a context and introducing a narrator and/or characters. 7.7 CF, 8.7 CF Organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 f) Write multiparagraph compositions with unity elaborating the central idea. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice.

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c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 6.7 CF Write using descriptive details. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 7 .7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 7 .7 CF Elaboration can occur by using descriptive details and examples within a sentence to give detail and depth to an idea or from paragraph to paragraph.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events	7.7 CF Include an appropriate introduction and satisfying conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	7.7 CF Identify intended audience and purpose.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7 .7 CF Students will gradually assume responsibility for revising, proofreading, and editing their own writing. 7.7 CF Students will know the writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7.7 The student will write a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 k) Use computer technology to plan, draft, revise, edit, and publish writing. 7.7 CF Use available computer technology to assist throughout the writing process. 7.9 The student will apply knowledge of appropriate reference materials to produce a research product. 7.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 7.9 d) Site primary and secondary sources.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.9 The student will apply knowledge of appropriate reference materials to produce a research product. 7.9 a) Collect and organize information from multiple sources including online, print, and media.
8. Gather relevant information from multiple print and digital	7.9 The student will apply knowledge of appropriate reference

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sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	materials to produce a research project. 7.9 a) Collect and organize information from multiple sources including online, print and media. 7.9 b) Evaluate the validity and authenticity of sources. 7.9 d) Cite primary and secondary sources. 7.9 e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 7 .9 CF Gather relevant information from multiple print and digital sources; assess the credibility and validity of each source; 7.9 Introduction CF At the seventh-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources skillfully and thereby avoid plagiarism. 7.9 CF Create a Works Cited page using MLA format for oral and written presentations. 7.9 CF Prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrase.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	7.9 The student will apply knowledge of appropriate reference materials to produce a research project.
a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text.

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b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluation the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7.7 CF The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. 7.9 CF Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 b) Ask probing questions to seek elaboration and clarification of ideas. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 7.1 CF Communication Focus Statement: At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Students will also demonstrate knowledge and understanding of persuasive/informative techniques used in media messages,

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	including viewpoints expressed in nonprint media. 7.1 CF Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7.1 CF The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. 7.1 CF Understand and demonstrate appropriate audience behavior. 7.1 CF Show awareness of audience, topic, and purpose. 8.2 The student will develop and deliver oral presentations in a group and individually. 8.2 g) Assume shared responsibility for collaborative work. 9.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	7.1 CF Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)	7.3 The student will understand the elements of media literacy. 7.3 a) Identify persuasive/informative techniques used in

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and explain how the ideas clarify a topic, text, or issue under study.	nonprint media including television, radio, video, and Internet. 7.3 CF The intent of this standard is that students will identify and evaluate a variety of media elements and persuasive techniques used in the media. They will recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. 8.3 d) Evaluate sources for relationships between intent and factual content.
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.1 CF Select vocabulary, tone, and style with audience and purpose in mind. 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. 7.2 b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.

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	7.2 CF Use appropriate facial expressions and gestures or motions to add to what is being said. 7.2 CF Use proper posture and stance when speaking. 7.1 CF State points clearly and directly. 7.2 CF Match vocabulary, tone, and volume to the audience, purpose, and topic of the message.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.1 CF Include multimedia in presentations.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. 7.2 CF Students will use grammatically correct language.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. 7.8 CF Students will understand that the conventions of correct language are an integral part of the writing process.

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a. Explain the function of phrases and clauses in general and their function in specific sentences.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 i) Use clauses and phrases for sentence variety. 7.7 CF Use written expression to draft and revise compositions with attention to: embedded phrases and clauses that clarify meaning.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7.7 CF Incorporate variety into sentences using simple, compound, and compound-complex sentences.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. 7.7 i) Use clauses and phrases for sentence variety. 7.7 CF Incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; ◦ subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green	5.8 CF Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,]

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shirt).	green shirt).
b. Spell correctly.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 h) Use correct spelling for commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.8 CF Students will understand that the conventions of correct language are an integral part of the writing process.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	8.7 CF Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 CF The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple meaning words. 7.4 CF Use synonyms and antonyms to determine the meaning of unfamiliar words. 7.4 CF Use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
a. Use context (e.g., the overall meaning of a sentence or	7.4 The student will read to determine the meanings and

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paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	pronunciations of unfamiliar words and phrases within authentic texts. 7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.4 CF Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 a) Identify word origins and derivations. 7.4 b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7.4 CF Consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7.4 CF Consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. 7.4 CF Students will continue the study of figurative language and analogies, and continue to use the context to help determine the meaning of words. 7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine

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	the appropriate meaning.
	7.4 CF Recognize, understand, and use figurative language including:
	  ° simile – figure of speech that uses the words *like* or *as* to make comparisons;
	  ° metaphor – figure of speech that makes a comparison equating two or more unlike things without using *like* or *as*;
	  ° personification – figure of speech that applies human characteristics to nonhuman objects; and
	  ° hyperbole – intentionally exaggerated figure of speech.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 e) Identify literary and classical allusions and figurative language in text.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7.4 CF Recognize relationships used to create analogies. 7.4 CF Recognize that figurative language and analogy enrich text. 7.4 CF Use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. 7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine

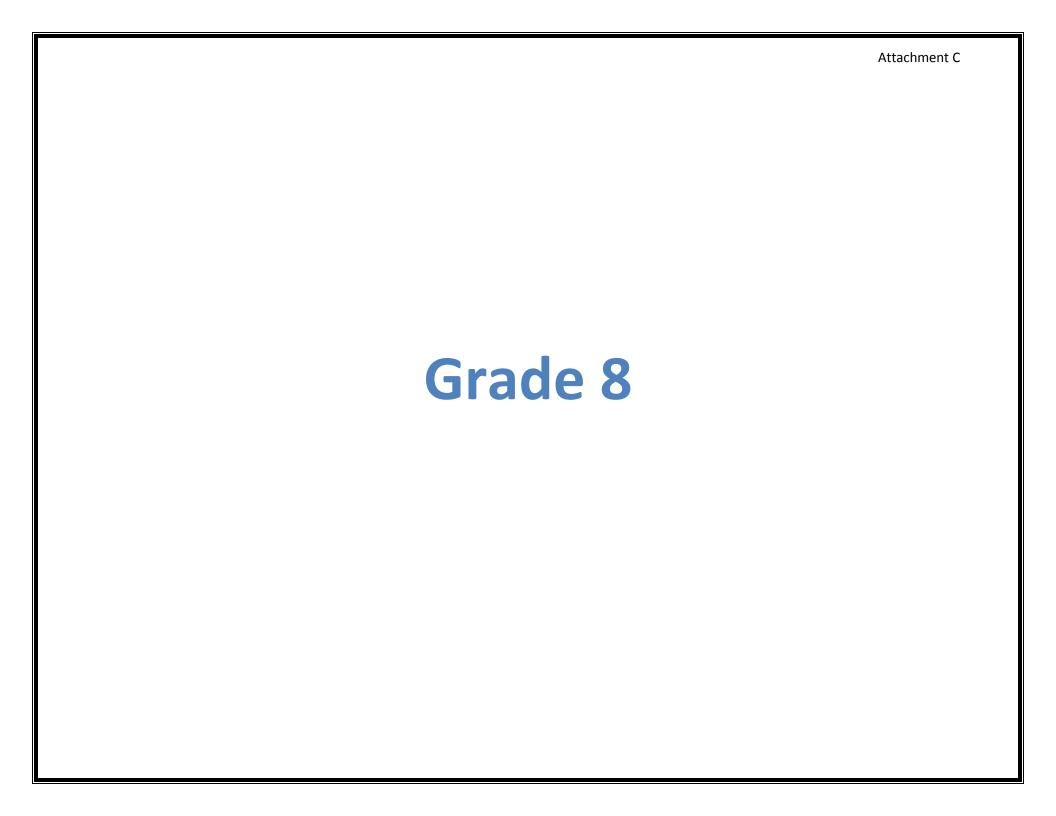| CCSS Grade 7	English SOL
	the appropriate meaning. 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 d) Identify connotations.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 a) Use prior and background knowledge as a context for new learning.

English SOL for grade 7 aligned with the CCSS at other grade levels	
Grade 9-10 Speaking and Listening 1. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 e) Use a variety of strategies to listen actively.
Reading Standards for Literacy in History/Social Studies Grade 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 e) Differentiate between fact and opinion.

English SOL for grade 7 aligned with the CCSS at other grade levels	
Partially addressed in Grade 6 Language 1.c. Recognize and correct inappropriate shifts in pronoun number and person.*	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
Grade 3 Language 1. f. Addresses s-v agreement. Ensure subject-verb and pronoun-antecedent agreement. Grade 8 Language 1. d. Recognize and correct inappropriate shifts in verb voice and mood.	7.8 d) Use subject-verb agreement with intervening phrases and clauses.
Grade 5 Language 1. d. Recognize and correct inappropriate shifts in verb tense.	7.8 e) Edit for verb tense consistency and point of view.
Grade 3 Language 2. c. Use commas and quotation marks in dialogue.	7.8 g) Use quotation marks with dialogue.
Grade 6-8 Reading Standards for Literacy in History/Social Studies Distinguish among fact, opinion, and reasoned judgment in a text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 e) Differentiate between fact and opinion.
Grade 2 Language 1.2 Use adjectives and adverbs, and choose between them depending on what is to be modified.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 b) Choose appropriate adjectives and adverbs to enhance writing.
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and	7.5 The student will demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 l) Use reading strategies to monitor comprehension throughout the reading process. 7.6 The student will read and demonstrate comprehension of a

English SOL for grade 7 aligned with the CCSS at other grade levels	
understanding, rereading as necessary.	variety of nonfiction texts.
	7.6 l) Use reading strategies to monitor comprehension throughout the reading process.

English SOL for grade 7 not explicitly stated in the CCSS at any grade level	
	7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 c) Compare/contrast a speaker's verbal and nonverbal messages.
	7.3 The student will understand the elements of media literacy. 7.3 c) Describe how word choice and visual images convey a viewpoint.
	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 f) Identify the source, viewpoint, and purpose of texts.
	7.6 k) Organize and synthesize information for use in written formats.
	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

English SOL for grade 7 not explicitly stated in the CCSS at any grade level	
	7.8 f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.

Grade 8

CCSS Grade 8	English SOL
Reading for Literature	
Key Ideas and Details	
1. Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	7.6 CF Provide an objective summary of the text by recording the development of the central ideas. 8.5 CF Determine a theme of a text and analyze its development over the course of the text. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 h) Identify the main idea. 8.5 i) Summarize text relating supporting details.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 d) Understand the author's use of conventional elements and characteristics within a variety of genres. 8.5 e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. 8.5 CF Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

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including analogies or allusions to other texts.	8.4 a) Identify and analyze an author's use of figurative language. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3d) Identify the meaning of common idioms, literary and classical allusions in text.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. 8.5 f) Compare and contrast authors' styles.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 8.5 g) Identify and ask questions that clarify various viewpoints. 8.5 CF Analyze how differences in points of view can create such effects as suspense or humor. 8.5 CF Analyze an author's use of literary devices, including: irony.
Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7.3 The student will understand the elements of media literacy. 7.3 d) Compare and contrast the techniques in auditory, visual, and written media messages. 10.4 CF Analyze the representation of a subject or a key scene in two different mediums.

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8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	10.4 CF Compare and contrast read and understand a variety of literary works from different cultures. 10.4 CF Identify universal themes. 10.4 CF Analyze works of literature for historical information about the period in which they were written.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	8 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Text complexity is addressed through teacher-selected texts.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	7.6 CF Provide an objective summary of the text by recording the development of the central ideas. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 g) Identify the main idea. 8.6 h) Summarize text identifying supporting details. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness. 8.5 CF Determine a theme of a text and analyze its development over the course of the text.
3. Analyze how a text makes connections among and distinctions	8.5 CF Analyze how a text makes connections among and

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between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. 8.4 The student will apply knowledge of word origins, analogies, figurative language to extend vocabulary development within authentic texts. 8.4 CF Analyze the impact of specific word choices on meaning and tone, including analogies to other texts. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 d) Analyze the author's use of text structure and word choice. 8.4 CF Recognize an author's use of connotations and persuasive language, to convey a viewpoint.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. 7.6 CF An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be

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	positive or negative. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 c) Analyze the author's qualifications, viewpoint, and impact. 8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. 8.6 CF Determine an author's point of view or purpose in a text. 8.6 CF Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 c) Use media and visual literacy skills to create products that express new understandings. 8.3 CF Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to express new understandings.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 e) Analyze details for relevance and accuracy. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness. 8.6 CF Distinguish between subjective and objective writing.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary	8 CF Reading Focus Statement: When selecting texts, teachers

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nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	will consider appropriateness of subject and theme as well as text complexity. Text complexity is addressed through teacher-selected texts.
CCSS Writing Standards Grade 8	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 11.6 Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for the audience and purpose. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. 11.6 CF Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, 11.6 CF Organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 8.9 The student will apply knowledge of appropriate reference materials to produce a research project. 8.9 d) Make sense of information gathered from diverse sources

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	by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 9.6 CF Arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 a)Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
d. Establish and maintain a formal style.	8.7 CF Sustain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.	8.7 CF Develop a conclusion. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central ideal and provide unity.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 6.7 CF Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 b) Use prewriting strategies to generate and organize ideas.

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	8.7 d) Organize details to elaborate the central idea and provide unity.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for audience and purpose. 8.7 CF Understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 8.7 CF Understand that good writing has been elaborated 8.9 CF Embed quotations from other sources with skill and accuracy. 9.7 CF Develop the topic with appropriate information, details, and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. 8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8.7 CF Use written expression to draft and revise compositions explain, analyze, or summarize a topic with attention to: purpose and audience; a central or controlling idea; voice; tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); coherent selection of information

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	and details; embedded phrases and clauses that clarify meaning and increase variety; vivid and precise vocabulary; figurative language; sentence variety; and transitional words and phrases.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 e) Select specific vocabulary and information for audience and purpose.
e. Establish and maintain a formal style.	8.7 CF Sustain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7.7 CF Include an appropriate introduction and satisfying conclusion. 8.7 CF Develop a conclusion. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 CF Write using descriptive details. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 7.7 f) Write multiparagraph compositions with unity elaborating the central idea. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Write in a variety of forms, including: narrative – writing to tell a story.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;	6.7 The student will write narration, description, exposition, and persuasion.

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organize an event sequence that unfolds naturally and logically.	6.7 d) Establish a central idea and organization. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for audience and purpose.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. 8.8 The student will edit writing for correct grammar, punctuation, spelling, sentence structure, and paragraphing. 8.8 f) Use quotation marks with dialogue and direct quotations.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: ° show relationships between ideas; ° signal a shift or change in the writer's thoughts; ° signal levels of importance; ° suggest a pattern of organization; ° and make sentences clearer. 8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey	7.7 CF Use descriptive details and examples within a sentence to give detail and depth to an idea or from paragraph to paragraph.

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experiences and events.	8.7 CF Use written expression to draft and revise compositions explain, analyze, or summarize a topic with attention to:
	   ° purpose and audience; a central or controlling idea;
	   ° voice;
	   ° tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal);
	   ° coherent selection of information and details;
	   ° embedded phrases and clauses that clarify meaning and increase variety;
	   ° vivid and precise vocabulary;
	   ° figurative language;
	   ° sentence variety; and
	   ° transitional words and phrases.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing. 7.7 CF Include an appropriate introduction and satisfying conclusion. 8.7 CF Develop a conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.7 CF The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. 6.7 CF Identify audience and purpose for any piece of writing. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 CF Identify intended audience and purpose. 8.7 The student will write in a variety of forms, including

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	narration, exposition, persuasion, and informational. 8.7 a) Identify intended audience. 8.7 e) Select specific vocabulary and information for audience and purpose.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 e) Eliminate double negatives. 7.7 CF Students will know the writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. 7.8 CF Students will gradually assume responsibility for revising, proofreading, and editing their own writing. 7.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. 8.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 h) Use computer technology to plan, draft, revise, edit, and publish writing. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

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	8.9 c) Use technology as a tool to research, organize, evaluate, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 a) Draw on background knowledge and knowledge of text structure to understand selections. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 a) Collect and synthesize information from multiple sources including online, print and media. 8.9 CF Conduct short research projects to answer a question drawing on several sources and generating questions.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 b) Evaluate the validity and authenticity of texts. 8.9 e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. 8.9 g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 8.9 CF The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. 8.9 CF Students will evaluate the accuracy and authenticity of multiple sources.

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	8.9 CF Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions. 8.9 CF Document using a standard form such as MLA or APA. 8.9 CF Avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 g) Analyze the cultural or social function of a literary text. 9.4 i) Explain the influence of historical context on the form, style, and point of view of a written work.
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 b) Evaluate the validity and authenticity of texts. 8.9 CF Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	

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Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 b) Ask probing questions to seek elaboration and clarification of ideas. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 g) Assume shared responsibility for collaborative work.
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	7.1 CF Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind	8.3 The student will analyze, develop, and produce creative or informational medial messages. 8.3 a) Evaluate the persuasive/informational technique being

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its presentation.	used in nonprint media including television, radio, video, and Internet. 8.3 b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. 8.3 CF Identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	7.3 CF Recognize that evidence is fact and a valid inference is the interpretation of fact. 8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 d) Evaluate sources for relationships between intent and factual content. 8.3 CF Analyze the use of opinions in the media. 8.3 CF Analyze the use of facts in the media.
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 a) Choose topic and purpose appropriate to the audience. 8.2 b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. 8.2 c) Use appropriate verbal and nonverbal presentation skills. 8.2 d) Respond to audience questions and comments. 8.2 e) Differentiate between standard English and informal language.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8.3 The student will analyze, develop, and produce creative or informational medial messages. 8.3 c) Use media and visual literacy skills to create products that

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	express new understandings. 8.3 CF Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. 8.3 CF Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to express new understandings. 8.3 CF Include multimedia to clarify presentation information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 e) Differentiate between standard English and informal language. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6.8 e) Eliminate double negatives. 8.2 CF Use grammatically correct language. 8 CF Writing Focus Statement: Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader.
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in

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	sentences. 8.7 CF Explain the function of verbals (gerunds, participles, infinitives). 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
b. Form and use verbs in the active and passive voice.	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 e) Distinguish between active and passive voice. 9.7 CF Understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 a) Distinguish between active and passive voice. 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8.8 CF Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

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	7.8 d) Use subject-verb agreement with intervening phrases and clauses. 8.8 CF Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. 8.8 c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. 8.8 e) Use comparative and superlative degrees in adverbs and adjectives. 8.8 g) Use correct spelling for frequently used words.
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	8.8 CF Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Use an ellipsis to indicate an omission.	8.8 CF Use an ellipsis to indicate an omission.
c. Spell correctly.	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 g) Use correct spelling for commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 b) Choose vocabulary and tone appropriate to the audience,

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	topic, and purpose.
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	8.8 CF Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 e) Distinguish between active and passive voice. 9.7 CF Students will use verbs in the conditional and subjunctive mood to achieve particular effects.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8.4 CF The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. 8.4 CF use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.

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	8.4 CF Use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology). 9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 a) 10.3 a) 11.3 a) 12.3a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.4 CF Students will be introduced to word relationships and nuances in word meanings. 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 a) Explain the use of symbols and figurative language.

CCSS Grade 8	English SOL
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 a) Identify and analyze an author's use of figurative language. 8.4 CF Understand, evaluate, and use figurative language. 9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun.
b. Use the relationship between particular words to better understand each of the words.	9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 e) Discriminate between connotative and denotative meanings and interpret the connotation. 8.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern.*
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 f) Extend general and specialized vocabulary through

CCSS Grade 8	English SOL
	speaking, listening, reading, and writing. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 l) Use prior and background knowledge as a context for new learning.

English SOL for grade 8 aligned with the CCSS at other grade levels	
Reading Standards for Literacy in History/Social Studies Grades 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 f) Differentiate between fact and opinion.
Partially addressed in Grades 9-10 Writing. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.
Only partially addressed under Grade 7 Writing. 2. a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 c) Distinguish between a thesis statement and a topic sentence.

English SOL for grade 8 aligned with the CCSS at other grade levels	
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	8.5 m), 8.6 l) Use reading strategies to monitor comprehension throughout the reading process.
Partial Match: Grade 8 Speaking and Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.

English SOL for grade 8 not explicitly stated in the CCSS at any grade level	
	8.1 The student will use interviewing techniques to gain information. 8.1 a) Prepare and ask relevant questions for the interview
	8.1 b) Make notes of responses.
	8.1 c) Compile, accurately report, and publish responses.
	8.1 d) Evaluate the effectiveness of the interview.
	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 h) Use a variety of strategies to listen actively.
	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 f) Use interview quotations as evidence.
	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and

English SOL for grade 8 not explicitly stated in the CCSS at any grade level	
	paragraph structure.
	8.9 f) Publish findings and respond to feedback.

Grades 9-10

CCSS Grades 9-10	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. 10.4 b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9.4 CF Determine a theme of a text and analyze its development over the course of the text. 9.4 CF Provide a summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9.4 CF Analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 9.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 9.3 CF Analyze connotations of words with similar denotations.

CCSS Grades 9-10	English SOL
	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content.
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 9.4 CF Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., *A Tale of Two Cities*).
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 m) Use reading strategies to monitor comprehension throughout the reading process. 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. a) Identify main and supporting ideas. b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

CCSS Grades 9-10	English SOL
	d) Analyze the cultural or social function of literature.
	e) Identify universal themes prevalent in the literature of different cultures.
	f) Examine a literary selection from several critical perspectives.
	g) Explain the influence of historical context on the form, style, and point of view of a literary text.
	h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
	i) Compare and contrast literature from different cultures and eras.
	j) Distinguish between a critique and a summary.
	k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
	l) Compare and contrast character development in a play to characterization in other literary forms.
	m) Use reading strategies to monitor comprehension throughout the reading process.
	10.4 CF Analyze a particular point of view or cultural experience reflected in a literary work.
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	10.4 CF Analyze the representation of a subject or a key scene in two different mediums.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme	9.4 CF Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws

CCSS Grades 9-10	English SOL
or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. (The same Reading Focus Statement is present in the 10 CF.)
Reading for Informational Texts	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 a) Recognize an author's intended purpose for writing and identify the main idea. 9.5 CF Provide a summary of the text. 9.5 CF Identify and summarize essential details that support the main idea of informational text. 10.5 CF Identify the main idea(s) in informational text.

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	10.5 CF Identify essential details in complex informational passages.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9.5 CF Analyze text structures (organizational pattern), including: cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9.3, 10.4 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b),10.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 9.3 c), 10.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 9.3 CF Analyze connotations of words with similar denotations.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 CF Know that informational and technical writing is often non-linear, fragmented, and graphic-supported. 10.5 CF Understand how format and style in informational text differ from those in narrative and expository texts.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 b) Recognize an author's intended audience and purpose for

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	writing.
	10.5 CF Analyze how authors use rhetoric to advance their point of view.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9.2 CF Students will also recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ° Authorship (Who constructed the message?) ° Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ° Audience (Who is the person or persons meant to see the message? How will different people *see* the message?) ° Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ° Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) 10.4 CF Analyze the representation of a subject or a key scene in two different media. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

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8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.4 CF Students should recognize persuasive techniques such as: ° ad hominem – means "to the man" does not argue the issue, instead it argues the person; ° red herring – is a deliberate attempt to divert attention; ° straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ° begging the question – assumes the conclusion is true without proving it; circular argument.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. (The same Reading Focus Statement is present in 10 CF.)
CCSS Writing Standards	
Text Types and Purposes	*Note: Argumentative writing is emphasized in grades 11-12 in the SOL.*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 11.6 The student will write in a variety of forms, with an

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	emphasis on persuasion. 11.6 b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 11.6 CF Anticipate and address the counter evidence, counterclaims, and counterarguments. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 e) Organize ideas into a logical sequence using transitions. 11.6 CF Use appropriate and varied transitions to link sentences and paragraphs.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	8.7 CF Sustain a formal style. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 9.6 CF Recognize the importance of maintaining a formal style

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	and objective tone in academic writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.	8.7 CF Develop a conclusion. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose. 9.6 CF Provide an engaging introduction and a clear thesis statement that introduces the information presented. 10.6 CF Plan and organize their ideas for writing.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 f) Credit the sources of quoted, paraphrased, and summarized ideas. 9.6 CF Develop the topic with appropriate information, details,

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	and examples. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 e) Organize ideas into a logical sequence using transitions.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	9.6 CF Use specific vocabulary and information. 9.6 CF Use precise language to convey a vivid picture.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9.6 CF Use specific vocabulary and information. 9.6 CF Use precise language to convey a vivid picture. 9.6 CF Understand the importance of maintaining a formal style and objective tone in academic writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	*Note: The English SOL do not address individual parts of a piece of writing after grade 8, with the exception of a strong thesis statement.* 8.7 CF Develop a conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

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smooth progression of experiences or events.	
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 f) Arrange paragraphs into a logical progression.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 9.6 e) Elaborate ideas clearly through word choice and vivid description.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	8.7 CF Develop a conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 a) Generate, gather, and organize ideas for writing. 9.6 b) Plan and organize writing to address a specific audience and purpose. 10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. 10.8 The student will collect, evaluate, organize, and present information to create a research product.

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	10.8 b) Develop the central idea or focus.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 h) Revise writing for clarity of content, accuracy and depth of information. 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 f) Proofread and edit writing for intended audience and purpose. 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 e) Analyze the writing of others. 10.7 f) Describe how the author accomplishes the intended purpose of a piece of writing. 10.7 g) Suggest how writing might be improved. 10.7 h) Proofread and edit final product for intended audience and purpose. 10 CF Use peer- and self-evaluation to edit writing.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 i) Use computer technology to plan, draft, revise, edit, and publish writing. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 a) Use technology as a tool for research to organize, evaluate, and communicate information.

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	10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
	10.6 g) Use computer technology to plan, draft, revise, edit, and publish writing.
	10.8 The student will collect, evaluate, organize, and present information to create a research product.
	10.8 a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
	8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.
	9.5 The student will read and analyze a variety of nonfiction texts.
	9.5 j) Organize and synthesize information from sources for use in written and oral presentations.
	9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.
	9.8 b) Narrow the focus of a search.
	10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
	c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

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	d) Differentiate between in-text citations and works cited on the bibliography page. 10.8 The student will collect, evaluate, organize, and present information to create a research product.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 c) Find, evaluate, and select appropriate sources to access information and answer questions. 9.8 d) Verify the validity and accuracy of all information. 9.8 f) Credit the sources of quoted, paraphrased, and summarized ideas. 9.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. 9.8 g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). 9.8 h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 9.8 CF Differentiate between reliable and unreliable resources. question the validity and accuracy of information: 　○　Who is the author or sponsor of the page? 　○　Are there obvious reasons for bias? 　○　Is contact information provided? 　○　Is there a copyright symbol on the page? 　○　What is the purpose of the page? 　○　Is the information on the page *primary* or *secondary*?

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	° Is the information current? ° Can the information on the Web page be verified?
	9.8 CF Distinguish one's own ideas from information created or discovered by others. 9.8 CF Use a style sheet, such as MLA or APA, to cite sources. 10.8 The student will collect, evaluate, organize, and present information to create a research product. 10.8 c) Verify the accuracy, validity, and usefulness of information. 10.8 e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). 10.8 f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 10.8 CF Evaluate sources for their credibility, reliability, strengths, and limitations. 10.8 CF Demonstrate ability to distinguish between reliable and unreliable sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

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a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	9.4 CF Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).
b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 9.2 CF Recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: ○ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ○ red herring – is a deliberate attempt to divert attention; ○ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); ○ begging the question – assumes the conclusion is true without proving it; circular argument; ○ testimonial – uses famous people to endorse the product or idea; ○ ethical appeal – establishes the writer as knowledgeable; ○ emotional appeal – appeals strictly to emotions often used with strong visuals; and ○ logical appeal – is the strategic use of logic, claims, and evidence. 9.5 The student will read and analyze a variety of nonfiction texts.

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	9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9.6 CF Students should have practice writing for shorter time frames as well as extended time frames. The same statement appears in 10.6 CF.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	9.1 l) Assume shared responsibility for collaborative work. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 a) Assume responsibility for specific group tasks

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	b) Collaborate in the preparation or summary of the group activity. c) Include all group members in oral presentation. d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. g) Access, critically evaluate, and use information accurately to solve problems. h) Evaluate one's own role in preparation and delivery of oral reports. i) Use a variety of strategies to listen actively. j) Analyze and interpret other's presentations. k) Evaluate effectiveness of group process in preparation and delivery of oral reports.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	10.1 CF Move conversations ahead by posing and responding to questions, actively involve others in the discussion, and challenge ideas.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 7.1 e) Use a variety of strategies to listen actively. 9.1 k) Summarize and evaluate information presented orally by others. 10.1 CF Respond thoughtfully by summarizing points of

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	agreement and disagreement, qualifying views and understanding.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. 9.2 d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. 9.2 e) Monitor, analyze, and use multiple streams of simultaneous information. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 d) Use media, visual literacy, and technology skills to create and support the presentation.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9.1 Evaluate impact and purpose of the presentation.
	10.1 The student will participate in, collaborate in, and report on small-group learning activities.
	10.1 j) Analyze and interpret other's presentations.
	10.5 CF Analyze how authors use rhetoric to advance their point of view.
	11.1 CF Evaluate the use of persuasive techniques, such as:
	   ° introduction (for securing interest and establishing unity);
	   ° organization;
	   ° proof/support;
	   ° logic;
	   ° loaded language;
	   ° rhetorical devices, such as:
	     – call to action
	     – elevated language

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	− rhetorical question
	     − appeals to emotion
	     − repetition
	     − figurative language
	     − addressing counterclaims
	   ° conclusion.
	11.5 CF Determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.

Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	9.1 The student will make planned oral presentations independently and in small groups. 9.1 a) Include definitions to increase clarity. 9.1 b) Use relevant details to support main ideas. 9.1 c) Illustrate main ideas through anecdotes and examples. 9.1 d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 9.1 e) Use verbal and nonverbal techniques for presentatio 9.1 f) Evaluate impact and purpose of presentation. 9.1 g) Credit information sources. 9.1 h) Give impromptu responses to questions about presentation. 9.1 i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. 9.1 j) Use a variety of strategies to listen actively. 9.1 k) Summarize and evaluate information presented orally by others. 9.1 l) Assume shared responsibility for collaborative work.

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5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. a) Use media, visual literacy, and technology skills to create products. 11.1 The student will make informative and persuasive presentations. 11.1 g) Use presentation technology. 11.1 CF Develop effective multi-media presentations.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	9.1 CF Organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). 10.1 CF Use grammatically correct language.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9.1 The student will make planned oral presentations independently and in small groups. 9.1 d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 9.7 CF Students will focus on editing and the application of grammatical conventions in writing. 10.1 CF Use grammatically correct language.
a. Use parallel structure.	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 b) Use parallel structures across sentences and paragraphs.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or	9.7 CF Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

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presentations.	presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 CF Students will focus on editing and the application of grammatical conventions in writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	9.7 CF Use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.	10.7 b) apply rules governing uses of the colon. 10.7 CF Know and apply the rules for the use of a colon: ° before a list of items; ° before a long, formal statement or quotation; and ° after the salutation of a business letter.
c. Spell correctly.	9.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 g), 10.3 g), 11.3 g), 12.3 g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for writers) appropriate for the discipline and writing type.	9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b) Use context, structure, and connotations to determine meanings of words and phrases.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	9.3 CF, 10.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	10.3 CF Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	9.3 CF, 10.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b), 10.3 b) Use context, structure, and connotations to determine meanings of words and phrases.
5. Demonstrate understanding of figurative language, word	9.3 CF, 10.3 CF Recognize that words have nuances of meaning

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relationships, and nuances in word meanings.	and that understanding the connotations may be necessary to determine the appropriate meaning.
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 e), 10.3 e) Identify literary and classical allusions and figurative language in text. 9.3 CF, 10.3 CF Interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 c), 10.3 c) Discriminate between connotative and denotative meanings and interpret the connotation.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 CF, 10.3 CF The intent of this standard is that students will increase their independence as learners of vocabulary. 10.3 f) Extend general and specialized vocabulary through speaking, reading, and writing.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
Partially addressed in Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 5 Language 5. b. Recognize and explain the meaning of common idioms,	9.3 d) Identify the meaning of common idioms.
Note on range and content of student reading College and Career Anchor Standards for Reading Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.	9.4 g) Analyze the cultural or social function of a literary text.
Reading Standards for Literacy in History/Social Studies Grade 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 i) Differentiate between fact and opinion.
Grade 8 Language 3. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	9.7 e) Distinguish between active and passive voice.
Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 10.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
Grade 5 Language 5. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	10.3 d) Identify the meaning of common idioms.
Reading Standards for Literacy in Science and Technical Subjects Grades 11-12 Reading 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts**. 10.5 a) Identify text organization and structure.
Reading Standards for Literacy in Science and Technical Subjects Grades 9-10 Reading 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	10.5 d) Compare and contrast informational texts.
Reading Standards for Literacy in History/Social Studies Grades 9-10 Reading 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	10.5 e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
The modes of writing are addressed in separate standards. Grades 9-10 Writing 1 – arguments. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2 – informative/expository. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective election, organization, and analysis of content. 3 – narrative. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 b) Synthesize information to support the thesis.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
details, and well-structured event sequences.	
Grade 8 Language 1. b. Form and use verbs in the active and passive voice. 3. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 a) Distinguish between active and passive voice.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	10.7 d) Differentiate between in-text citations and works cited on the bibliography page.
Reading Standards for Literacy in Science and Technical Subjects Grades 11-12 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	10.8 d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

English SOL for grades 9-10 not explicitly stated in the CCSS at any grade level	
	9.2 The student will produce, interpret, and analyze auditory, visual, and written media messages. 9.2 a) Analyze and interpret special effects used in media

English SOL for grades 9-10 not explicitly stated in the CCSS at any grade level	
	messages including television, film, and Internet.
	9.2 b) Determine the purpose of the media message and its effect on the audience.
	9.2c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
	10.2 c) Determine the author's purpose and intended effect on the audience for media messages.
	10.2 d) Identify the tools and techniques used to achieve the intended focus.
	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 c) Skim manuals or informational sources to locate information.

Grades 11-12

CCSS Grades 11-12	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. 10.4 b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 d) Draw conclusions and make inferences on explicit and implied information using textual support.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	9.4 CF Determine a theme of a text and analyze its development over the course of the text. 9.4 CF Provide a summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	11.4 CF Analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as

CCSS Grades 11-12	English SOL
	a clue to the meaning of a word or phrase. 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 11.4 CF Analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature. 11.4 CF Analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).
Integration of Knowledge and Ideas	
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	11.4 CF Compare and evaluate adaptations and interpretations of a script for stage, film, television or other media. 12.4 CF Analyze the representation of a subject or a key scene in two different media.
8. (Not applicable to literature) *No standard stated for CCSS.*	

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9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 b) Compare and contrast the development of American literature in its historical context. 11.4 CF Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
Range of Reading and Level of Text Complexity	
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 i) Read and analyze a variety of American dramatic selections. 11 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. *Note: The same statement appears in the Grade 12 Curriculum Framework*
Reading for Informational Texts	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11.5 The student will read and analyze a variety of nonfiction texts. 11.5 d) Draw conclusions and make inferences on explicit and implied information using textual support.

CCSS Grades 11-12	English SOL
	12.5 The student will read and analyze a variety of nonfiction texts. 12.5 f) Draw conclusions and make inferences on explicit and implied information using textual support. 12.5 CF Make frequent references to texts in order to verify conclusions and support logical inferences.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. 11.5 CF Provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 e) Analyze how context and language structures convey an author's intent and viewpoint. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 g) Recognize and analyze use of ambiguity, contradiction,

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	paradox, irony, overstatement, and understatement in text. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11.5 CF Evaluate the relevance and quality of evidence used to support a claim. 11.6 CF Show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11.5 CF Determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.
Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. 10.2 b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. 11.2 CF Organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. 11.2 c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between

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	intent, factual content, and opinion. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).	11.5 CF Understand how an organizational pattern enhances the meaning of a text. *Note: The majority of seminal U.S. texts are studied within the context of U.S. Government as follows* *Government.4 The student will demonstrate knowledge of the Constitution of the United States by:* *GOVT.4 a) examining the ratification debates and The Federalist;* *GOVT.4 b) identifying the purposes for government stated in the Preamble;* *GOVT.4 c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;* *GOVT.4 d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;* *GOVT.4 e) describing the amendment process.*
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the	11.5 The student will read and analyze a variety of nonfiction texts. 12.5 The student will read and analyze a variety of nonfiction

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Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	texts.
	12.5 CF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
	Note: The majority of seminal U.S. texts are studied within the context of U.S. History and U.S. Government as follows
	Government 4 The student will demonstrate knowledge of the Constitution of the United States by:
	GOVT.4 a) examining the ratification debates and The Federalist;
	GOVT.4 b) identifying the purposes for government stated in the Preamble;
	GOVT.4 c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
	GOVT.4 d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
	GOVT.4 e) describing the amendment process.
Range of Reading and Level of Text Complexity	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	11 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. *Note: The same statement appears in the Grade 12 Curriculum Framework.*
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	11.6 The student will write in a variety of forms, with an emphasis on persuasion.

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and sufficient evidence.	11CF Writing Focus Statement: Students will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 f) Create arguments free of errors in logic and externally supported.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses, counterclaims, and provides effective conclusions. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 CF Anticipate and address the counterevidence, counterclaims, and counterarguments. 12.6 CF Construct arguments that: introduce precise, substantive claims; establish the significance of the claims; distinguish them from opposing claims; and sequence information logically (e.g., problem-solution, cause and effect). 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6 c) Clarify and defend a position with precise and relevant evidence. 12.6 f) Create arguments free of errors in logic and externally supported.
b. Develop claim(s) and counterclaims fairly and thoroughly,	11.5 The student will read and analyze a variety of nonfiction

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supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	texts. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 f) Identify false premises in persuasive writing. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6 CF Develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	12.6 CF Use words, phrases, and clauses to link the major sections of the text. 12.6 d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6 e) Use a variety of rhetorical strategies to accomplish a specific purpose. 12.6 CF Create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	12.6 CF Establish and maintain a style and tone.
e. Provide a concluding statement or section that follows from	11.6 The student will write in a variety of forms, with an emphasis

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and supports the argument presented.	on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 12.6 CF Provide a clear and effective conclusion.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	11.6 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 a) Generate, gather, and organize ideas for writing to address a specific audience and purpose. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	11.6 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	11.6 CF Use appropriate and varied transitions to link sentences and paragraphs. 12.6 CF Use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). 12.6 CF Use words, phrases, and clauses to link the major sections

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	of the text.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 c) Elaborate ideas clearly through word choice and vivid description. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	12.6 CF Establish and maintain a style and tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	12. 6 CF Provide a clear and effective conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 e) Elaborate ideas clearly through word choice and vivid description.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 f) Arrange paragraphs into a logical progression. 9.6 g) Use transitions between paragraphs and ideas. 9.6 CF Understand the importance of audience, and purpose and point of view when writing. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. a) Generate, gather, plan, and organize ideas for writing to

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	address a specific audience and purpose.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	8.7 CF, 9.6 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 CF Use precise language to convey a vivid picture. 9.6 CF Develop the topic with appropriate information, details, and examples. 10.6 CF Use visual and sensory language as needed for effect.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	12.6 CF Provide a clear and effective conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	11.6 The student will write in a variety of forms with emphasis on persuasion. 11.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. 11.6 h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 a) Generate, gather, plan, and organize ideas for writing to

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	address a specific audience and purpose.
	12.6 d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11.6 The student will write in a variety of forms with emphasis on persuasion.
	11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
	11.6 f) Revise writing for clarity of content, accuracy and depth of information.
	11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
	11.7 e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
	11.7 f) Proofread and edit writing for intended audience and purpose.
	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
	11.8 h) Revise writing for clarity of content, accuracy, and depth of information.
	12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
	12.6 g) Revise writing for clarity of content, depth of information and technique of presentation.
	12.7 The student will write, revise, and edit writing.
	12.7 a) Edit, proofread, and prepare writing for intended audience and purpose.
	12.8 The student will write documented research papers.

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	12.8 f) Revise writing for clarity, depth of information, and technique of presentation.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11.6 The student will write in a variety of forms with emphasis on persuasion. 11.6 g) Use computer technology to plan, draft, revise, edit, and publish writing. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 a) Use technology as a tool to research, organize, evaluate, and communicate information. 12.6 The student will develop expository, informational, analyses, and persuasive/argumentative writings. 12.6 h) Use computer technology to plan, draft, revise, edit, and publish writing. 12.7 The student will write, revise and edit writing. 12.8 a) Use technology as a tool to research, organize, evaluate, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 b) Narrow a topic and develop a plan for research. 11.8 c) Collect information to support a thesis. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 11.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

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	11.8 f) Synthesize and present information in a logical sequence. 12.8 The student will write documented research papers. 12.8 a) Use technology as a tool to research, organize, evaluate, and communicate information. 12.8 b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. 12.8 d) Synthesize information to support the thesis and present information in a logical manner.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). 11.8 j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 12.7 The student will write, revise, and edit writing. 12.7 c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. 12.8 The student will write documented research papers. 12.8 c) Critically evaluate the accuracy, quality, and validity of the information. 12.8 e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological

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	Association (APA). 12.8 h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. 11.5 f) Identify false premises in persuasive writing. 11.5 g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 c) Collect information to support a thesis. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 11.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. 11.8 f) Synthesize and present information in a logical sequence. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

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	12.5 e) Identify false premises in persuasive writing. 12.5 f) Draw conclusions and make inferences on explicit and implied information using textual support. 12.8 The student will write documented research papers. 12.8 b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10.6 CF Students should have practice writing for shorter time frames as well as extended time frames. *Note: The same statement appears in 12.6 CF.*
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. 11.1 The student will make informative and persuasive presentations. 11.1 h) Collaborate and report on small-group learning activities. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 f) Collaborate and report on small group learning activities.
a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Work with peers to promote civil, democratic discussions and	10.1 CF Work with peers to set rules for group presentations and

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decision making, set clear goals and deadlines, and establish individual roles as needed.	discussions, set clear goals and deadlines, and define individual roles as needed. 12.1 CF Work together to establish group goals, define individual roles, and report on learning activities.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	10.1 CF Move conversations ahead by posing and responding to questions, actively involve others in the discussion, and challenge ideas.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	10.1 CF Respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	9.1 CF Give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 c) Find, evaluate, and select appropriate sources to access information and answer questions. 9.8 d) Verify the validity and accuracy of all information. 9.8 e)Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. 10.2 CF Identify and analyze the sources and viewpoint of publications.

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	11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
	11.2 a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
	11.8 d) Critically evaluate quality, accuracy, and validity of information.
	12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
	12.2 a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11.1 The student will make informative and persuasive presentations.
	11.1 c) Address counterclaims.
	11.1 f) Monitor listening and use a variety of active listening strategies to make evaluations.
	11.1 CF Critique the accuracy, relevance, and organization of evidence.
	11.1 CF Critique the clarity and effectiveness of delivery.
	12.1 The student will make a formal oral presentation in a group or individually.
	12.1 g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
	12.1 CF Evaluate a formal presentation by analyzing and critiquing

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	the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. 12.1 CF Analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	9.1 CF Organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). 11.1 The student will make informative and persuasive presentations. 11.1 b) Present evidence clearly and convincingly. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 12.1 The student will make a formal presentation in a group or individually. 12.1 a) Choose the purpose of the presentation. 12.1 b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. 12.1 c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation. 12.1 CF Choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	11.1 The student will make informative and persuasive presentations.

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enhance understanding of findings, reasoning, and evidence and to add interest.	11.1 g) Use presentation technology. 11.1 CF Develop effective multimedia presentations. 11.2 b) Use media, visual literacy, and technology skills to create products.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	11.1 e), 12.1 e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 12.1 CF Use grammatically correct language and appropriate vocabulary.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11.1 The student will make informative and persuasive presentations. 11.1 e)Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 g), 12.3 f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. 12.7 CF Students will understand that usage is a matter of convention, can change over time, and is sometimes contested.
b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.	11.3 CF, 12.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or

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	clarify its precise meaning, its part of speech, its etymology, or its standard usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	11.7 CF Use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 11.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. 12.7 The student will write, revise, and edit writing. 12.7 b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. 12.7 CF Observe hyphenation conventions.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 g), 12.3 f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose. 11.7 CF Use grammatical conventions to vary syntax adjust

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	sentence and paragraph structures for a variety of purposes and audiences. 12.8 The student will write documented research papers. 12.8 g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	11.3 CF, 12.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	11.3 CF, 12.3 CF Identify, and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 CF, 12.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine

CCSS Grades 11-12	English SOL
	definition, pronunciation, etymology, spelling, and usage of words. 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b), 12.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 c), 12.3 c) Discriminate between connotative and denotative meanings and interpret the connotation.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11.3 CF, 12.3 CF Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun. 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 c), 12.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 11.3 e), 12.3 e) Identify literary and classical allusions and figurative language in text. 11.3 CF Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 g) Recognize and analyze use of ambiguity, contradiction,

CCSS Grades 11-12	English SOL
	paradox, irony, overstatement, and understatement in text.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 f), 12.3 f) Extend general and specialized vocabulary through speaking, reading, and writing. 11.3 CF, 12.3 CF The intent of this standard is that students will increase their independence as learners of vocabulary.

English SOL for grades 11-12 aligned with the CCSS at other grade levels	
Grade 8 Language 4. b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 5 Language 5. b Recognize and explain the meaning of common idioms, adages, and proverbs.	11.3 d) Identify the meaning of common idioms.
Not addressed except for alliteration Grade 7 Reading Standards for Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	11.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
Grades 9-10 Reading Standards for Informational Text 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in	11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

words to develop a coherent understanding of a topic or issue.	
Grade 8 Language 1. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
Grade 8 Language 1. b. Form and use verbs in the active and passive voice. 3. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	11.7 c) Distinguish between active and passive voice.
Grades 9-10 Speaking and Listening 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	12.1 The student will make a formal oral presentation in a group or individually. 12.1 d) Use media, visual literacy, and technology skills to create and support the presentation.
Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 8 Reading Standards for Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grade 5 Language	12.3 d) Identify the meaning of common idioms, literary and classical allusions in text.

English SOL for grades 11-12 aligned with the CCSS at other grade levels	
5. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
Grades 11-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level	
	11.1 The student will make informative and persuasive presentations. 11.1 a) Gather and organize evidence to support a position
	11.1 d) Support and defend ideas in public forums
	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 a) Describe contributions of different cultures to the

	English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level
	development of American literature.
	11.4 c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
	11.4 g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
	11.5 The student will read and analyze a variety of nonfiction texts. 11.5 a) Use information from texts to clarify understanding of concepts.
	11.5 b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
	11.5 c) Generalize ideas from selections to make predictions about other texts.
	11.7 d) Differentiate between in-text citations and works cited on the bibliography page.
	12.1 h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
	12.1 i) Critique effectiveness of presentations.
	12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2 b) Determine the author's purpose and intended effect on the audience for media messages.
	12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. 12.4 a) Compare and contrast the development of British literature in its historical context.

	English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level
	12.4 b) Recognize major literary forms and their elements.
	12.4 c) Recognize the characteristics of major chronological eras.
	12.4 d) Relate literary works and authors to major themes and issues of their eras.
	12.4 e) Analyze the social and cultural function of British literature.
	12.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
	12.4 g) Compare and contrast traditional and contemporary poems from many cultures.
	12.4 h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
	12.4 i) Compare and contrast dramatic elements of plays from American, British, and other cultures.